

DEFENSE LANGUAGE INSTITUTE

JAPANESE

BASIC COURSE

VOLUME II
LESSONS 7-18

Wk. 2 Th.-F (7-8)

Wk. 3 M-Th (9-12)

F Rev. (7-12)

Wk. 4 H-Th (13-15)

Th. Rev. (9-13)

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Wk. 5 M-T (17-18)



DEPARTMENT OF DEFENSE

DEFENSE LANGUAGE INSTITUTE

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C. W. CHANEY
Colonel, U. S. Army
Director

PREFACE

JAPANESE

The text entitled BASIC COURSE, VOLUME I, SOUNDS OF

SPEECH, PRESENTED THE SOUNDS OF JAPANESE IN

Basic Course

LESSONS, AND DISCUSSED THE PURPOSE OF THIS BOOK,

Volume II

CONTAINS, VOLUME II, A FURTHER

DISCUSSION OF THE SOUNDS OF JAPANESE IN

Lessons 7-18

THIS VOLUME CONTAINS THE SOUNDS OF JAPANESE IN

LESSONS 7-18, WHICH ARE DESIGNED TO PROVIDE THE STUDENT WITH

A FURTHER DISCUSSION OF THE SOUNDS OF JAPANESE IN

A. Dialogue

LESSON 7-18

YEAR 2

Dialogue

Answers

B. Pattern Drill

Translation, Pattern Drill

Grammar February 1968

Exercises in the writing system

Assignments for homework

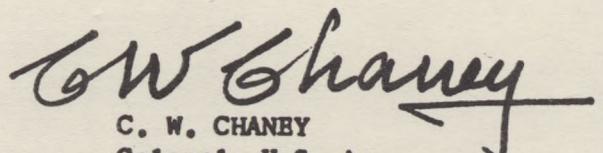
DEFENSE LANGUAGE INSTITUTE

PREFACE

The Japanese Course, consisting of 160 lessons in 21 volumes, is one of the Defense Language Institute's Basic Course Series. The material was developed at the Defense Language Institute and approved for publication by the Institute's Curriculum Development Board.

The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking and Level 2 proficiency in reading and writing Japanese. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audio-lingual methodology. Tapes accompany the texts.

All inquiries concerning these materials, including requests for authorization to reproduce, will be addressed to the Director, Defense Language Institute, U. S. Naval Station, Anacostia Annex, Washington, D. C. 20390.


C. W. CHANEY
Colonel, U.S. Army
Director

PREFACE

The text entitled BASIC COURSE, VOLUME I, SOUNDS OF JAPANESE SPEECH, presented the sounds of Japanese in words, phrases, and dialogues. The purpose of this book, BASIC COURSE, VOLUME II, is twofold:

1. To continue to help the student acquire a stock of useful utterances, as nearly in the form of habitual responses to real life situations as possible and incorporating basic structures and approximately all sequences of the essential speech sounds in Japanese.
2. To help the student see a relationship between speech and the KATAKANA syllabary and to provide him with a systematic basis for acquiring the skills of reading and writing the Chinese characters called KANJI.

The text contains twelve lessons. Each lesson includes:

A. Dialogue

B. Dialogue Translation

C. Dialogue Adjunct

D. Pattern Drill

E. Translation, Pattern Drill

F. Grammar Notes

G. Exercises in the writing system

H. Assignments for homework

I. Word List

The Dialogue, written in Hiragana, the cursive script form of Katakana and Kanji, contains the new vocabulary and structures in this volume concerned primarily with people and the concrete objects of the classroom. The Pattern Drill is concerned with practice in the new grammatical features introduced in the dialogue. Exercises in the writing system introduce the Katakana syllabary and the Chinese characters.

Each lesson represents a day's work. The new lesson begins with the dialogue in the fifth and sixth hours of the day. Accurate pronunciation and perception are stressed. They are practiced by the student after school with the help of recordings to the point of virtual memorization.

Thoroughness in homework is essential to the learning process. From it follows the rest of the work to be accomplished, to wit: In the first hour of the next day, students enact the dialogue as realistically as possible. The second hour is given over to pattern drill on new structures in terms of both old and new vocabulary. It is in this hour that questions on grammar are answered, normally in graded drill which is designed to lead the student to the answer inductively, i.e., he will derive it from the examples he has been practicing. Grammatical

analysis is rarely given in class; it is rather studied at home with the help of self-explanatory notes which summarize the facts embodied in the dialogue.

The third hour of the day is spent in working with the vocabulary and patterns of the dialogue in a series of questions and answers which gradually lead the student to the point where he can discuss some of his own experiences. Exercises in writing, designed to help the student learn to read Japanese, are done in the fourth hour, after which a new lesson is begun.

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number (one) + MO-MOTER

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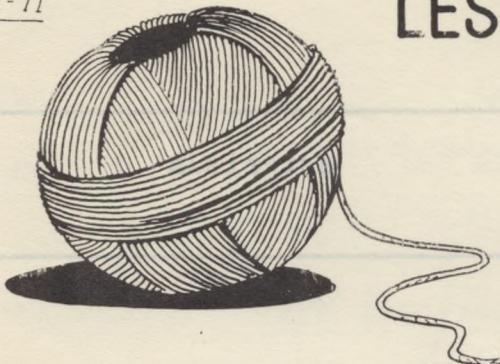
Lesson 7

Objectives	Materials
<p>I. A. <u>Grammar</u></p> <ol style="list-style-type: none"> 1. I-adjectives to express five basic colors 2. Usage of word <u>DONNA</u> 3. Particle <u>MO</u> in negative to express the meaning of "--- is not --- either." 	<p>AKAI, KUROI, SHIROI, AOI, KIIROI</p> <p>DONNA IRO, DONNA HON</p> <p>-KU <u>MO</u> ARIMASEN</p>
<p>II. <u>Writing System:</u> KATAKANA <u>a</u> to <u>go</u></p>	<p>アイウエオ カキクケコ ガギグケコ</p>

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LESSON 7

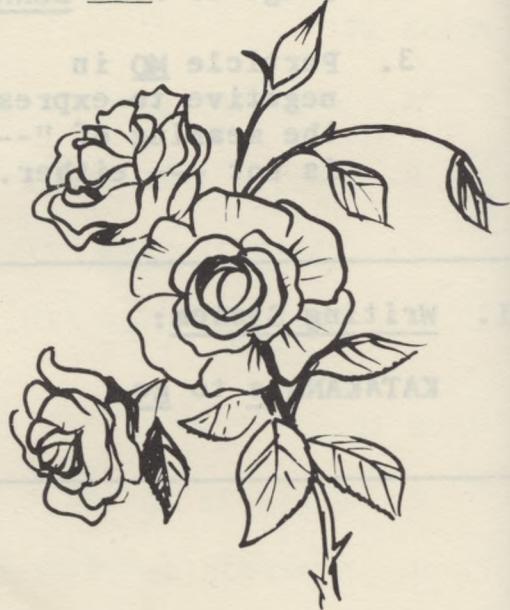
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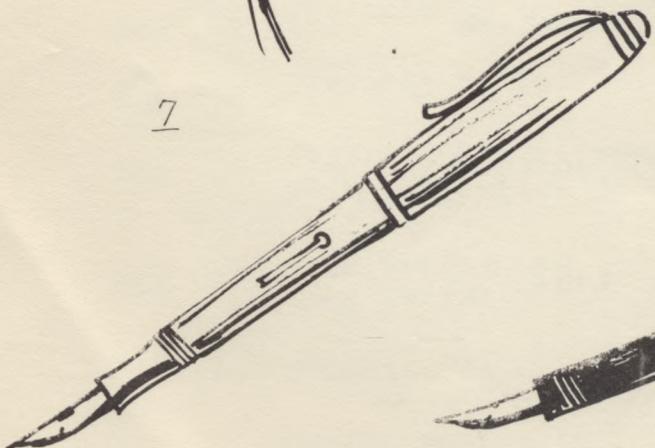
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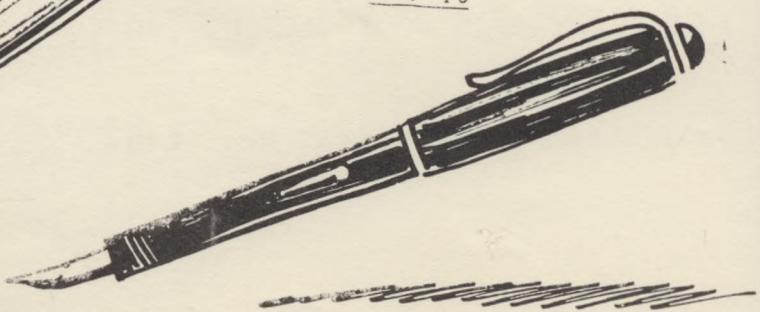
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7



8-9-10



Lesson 7

A. Dialogue

1. せんせい: これは いとですか。
せいと: はい、それは いとです。
2. せんせい: これは しろい いとですか。
せいと: はい、それは しろい いとです。
3. せんせい: これも しろい いとですか。
せいと: いいえ、それは しろい いとでは
ありません。それは くろい いとです。
4. せんせい: この はなは あかいですか。
せいと: はい、その はなは あかいです。
5. せんせい: この はなも あかいですか。
せいと: いいえ、その はなは あかくは
ありません。
6. せんせい: では、この はなは どんな いろですか。
せいと: その はなは きいろいです。
7. せんせい: この まんねんひつは あおいでですか。
せいと: はい、その まんねんひつは あおいです。

Lesson 7

A. Dialogue, continued

8. せんせい: そのまんねんひつも あおいですか。

せいと: いいえ、このまんねんひつは あくは
ありません。

9. せんせい: では、そのまんねんひつは きいろい
ですか。

せいと: いいえ、このまんねんひつは
きいろくも ありません。

10. せんせい: では、そのまんねんひつは どんな
いろですか。

せいと: このまんねんひつは くろいです。

11. せんせい: これは どんないですか。

せいと: ええと、それは ながいいですか。

Lesson 7

B. Dialogue Translation

1. Teacher: Is this a string?
Student: Yes, that is a string.
2. Teacher: Is this a white string?
Student: Yes, that is a white string.
3. Teacher: Is this a white string, too?
Student: No, that is not a white string.
That is a black string.
4. Teacher: Is this flower red?
Student: Yes, that flower is red.
5. Teacher: Is this flower red, too?
Student: No, that flower is not red.
6. Teacher: Then, what sort of color is this flower?
Student: That flower is yellow.
7. Teacher: Is this fountain pen blue?
Student: Yes, that fountain pen is blue.
8. Teacher: Is that fountain pen blue, too?
Student: No, this fountain pen is not blue.

Lesson 7

B. Dialogue Translation, continued

9. Teacher: Then, is that fountain pen yellow?

Student: No, this fountain pen is not yellow either.

10. Teacher: Then, what sort of color is that fountain pen?

Student: This fountain pen is black.

11. Teacher: What sort of string is this?

Student: Well, that is a long string.

Lesson 7

C. Dialogue Adjunct

NounsAdjectives

インキ

インキのビン

けしごむ

ほうぐかご

こくばんふき

こくじばん

けいじばん

ナイフ

ペン

アレ

テ

この

は

あおいです。

おおきいです。

ちいさいです。

小さいです。

ほそいです。

Lesson 7

D. Pattern Drill

Pattern 1:

これは しろい いとです。

a. Examples:

- (1) これは あかい はなです。
- (2) これは くろい かみです。
- (3) これは きいろい えんぴつです。
- (4) これは あおい インキです。
- (5) それは しろい はくぼくです。
- (6) それは ながい いとです。
- (7) それは おおきい こくじばんです。
- (8) あれは ほそい ナイフです。
- (9) あれは ちいさい ほうぐ"かご"です。
- (10) これは ふとい あしです。

b. For question and response:

- (1) A: これは しろい はなですか。
B: はい、 それは しろい はなです。
- A: これも しろい はなですか。
B: いいえ、 それは しろい はなでは
ありません。 きいろい はなです。

Lesson 7

D. Pattern Drill, continued

(2) A: これは なんですか。

B: それは いとです。

A: これは ながい いとですか。

B: {いいえ、それは ながい いとでは
ありません。 みじかいいとです。

Pattern 2:

この カミは あおくも ありません。

a. Examples:

(1) この こくばんは くろくも ありません。

(2) その ナイフは ちいさくも ありません。

(3) この えんぴつは あかくも ありません。

(4) この けしこむは きいろくも ありません。

(5) この ペンは しろくも ありません。

b. For question and response:

(1) A: この えんぴつは あかいですか。

B: いいえ、その えんぴつは あかくはありません。

Lesson 7

D. Pattern Drill, continued

Pattern 1:

A: では、このえんぴつは くろいですか。

B: いいえ、そのえんぴつは くろくも
ありません。そのえんぴつは きいろいです。

(2) A: このはなは あおいですか。

B: いいえ、そのはなは あおくはありません。

A: では、このはなは きいろいですか。

B: いいえ、そのはなは きいろくも
ありません。しきいです。

Pattern 3:

A: このかみは どんないですか。

B: これは どんない ほんですか。

a. Examples:

(1) このえんぴつは どんないですか。

(2) このけしごむは どんないですか。

(3) このこくばんふきは どんないですか。

(4) これは どんなかみですか。

Lesson 7

D. Pattern Drill, continued

(5) これは どんな ほんですか。

Baffern T:

(6) これは どんな いとですか。

AT IN this a point a string si sifT

b. For question and response:

(1) A: この かみは どんな いろですか。

B: その かみは あかいです。(S)

(2) A: この えんぴつは どんな いろですか。

B: その えんぴつは きいろいです。

(3) A: これは どんな かみですか。

B: それは うすい かみです。(S)

(4) A: これは どんな いとですか。

B: それは ふとい いとです.

(1) A: Is this pencil red?

B: No, that pencil is not red.

A: Then, is this pencil black?

B: No, that pencil is not black either.

A: That pencil is yellow.

B: That pencil is yellow.

Lesson 7

E. Pattern Translation

Pattern 1:

This is a white string.

a. Examples:

- (1) This is a red flower.
- (2) This is a black paper.
- (3) This is a yellow pencil.
- (4) This is a blue ink.
- (5) That is a white chalk.
- (6) That is a long string.
- (7) That is a large bulletin board.
- (8) That over there is a thin knife.
- (9) That over there is a small wastepaper basket.
- (10) This is a fat leg.

b. Question and response:

(1) A: Is this a white flower?

B: Yes, that is a white flower.

A: Is this a white flower too?

B: No, that is not a white flower.

It's a yellow flower.

Lesson 7

E. Translation, Pattern Drill, continued

(2) A: What is this? (2)

B: That is a string. (2)

A: Is this a long string? (2)

B: No, that is not a long string. (2)

It's a short string. (2)

Pattern 2:

This paper is not blue either.

a. Examples:

(1) This blackboard is not black either. (2)

(2) That knife is not small either. (2)

(3) This pencil is not red either. (2)

(4) This eraser is not yellow either. (2)

(5) This pen is not white either. (2)

b. For question and response:

(1) A: Is this pencil red?

B: No, that pencil is not red. (2)

A: Then, is this pencil black? (2)

B: No, that pencil is not black either. (2)

That pencil is yellow. (2)

Lesson 7

E. Translation, Pattern Drill, continued

(2) A: Is this flower blue? (S)

B: No, that flower is not blue.

A: Then, is this flower yellow?

B: No, that flower is not yellow either.

It's white.

Pattern 3:A: What sort of color is this paper?B: What sort of book is this?a. Examples:

(1) What sort of color is this pencil?

(2) What sort of color is this eraser?

(3) What sort of color is this blackboard eraser?

(4) What kind of paper is this?

(5) What sort of book is this?

(6) What kind of string is this?

b. For question and response:

(1) A: What sort of color is this paper?

B: That paper is red.

(2) A: What sort of color is this pencil?

B: That pencil is yellow.

Lesson 7

E. Translation, Pattern Drill, continued

(3) A: What sort of paper is this?

B: That is thin paper.

(4) A: What sort of string is this?

B: That is a thick thread.

affirmativenegative

KONO TSUBA WA AGAI DESU.

KONO TSUBA WA AKAKU WA
ARIMASIN.

"This book is red."

"This book is not red."

"This flower is not blue."
either."

KONO HANA WA AOI DESU.

KONO HANA WA AOIKU WA
ARIMASIN.

"This flower is blue."

"This flower is not blue."

KONO HANA WA KUROKU MO
ARIMASIN."This flower is not black
either."

Lesson 7

F. Grammar Notes

1. Basic Colors:

Black, white, blue, red, and yellow are considered as the five basic colors in Japanese. These five basic colors as modifiers are expressed by I-adjectives. I-adjectives are explained in Explanatory Notes 2 and 3 in Lesson 5.

KUROI HON'black book'KUROI DESU.'--- is black.'SHIROI KAMI'white paper'SHIROI DESU.'--- is white.'AKAI ENPITSU'red pencil'AKAI DESU.'--- is red.'SHIROKU WA ARIMASEN'--- is not white.'AKAKU WA ARIMASEN.'--- is not red.'

(1) A: What sort of color is this paper?

B: That paper is red.

(2) A: What sort of color is this pencil?

B: That pencil is yellow.

Lesson 7

F. Grammar Notes, continued

2. AKAKU MO ARIMASEN

The negative of I-adjectives that are used predicatively with DESU is formed by changing the final syllable I (イ) to the KU (ク) and adding ARIMASEN, as already explained in Explanatory Notes 4 in Lesson 5. The particle WA (わ) is inserted to emphasize the negative verb ARIMASEN like OOKIKU WA ARIMASEN. When the same subject is negated predicatively for the second time, MO (モ) is used in place of WA (わ).

Examples:

<u>Affirmative</u>	<u>Negative</u>
KONO HON WA <u>AKAI</u> DESU.	KONO HON WA <u>AKAKU</u> <u>WA</u> <u>ARIMASEN</u> .
"This book is <u>red</u> ."	"This book is <u>not red</u> ."
	KONO HON WA <u>AOKU</u> <u>MO</u> <u>ARIMASEN</u> .
	"This book is <u>not blue</u> <u>either</u> ."
KONO HANA WA <u>AOI</u> DESU.	KONO HANA WA <u>AOKU</u> <u>WA</u> <u>ARIMASEN</u> .
"This flower is <u>blue</u> ."	"This flower is <u>not blue</u> ."
	KONO HANA WA <u>KUROKU</u> <u>MO</u> <u>ARIMASEN</u> .
	"This flower is <u>not black</u> <u>either</u> ."

Lesson 7

F. Grammar Notes, continued

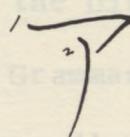
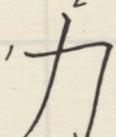
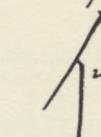
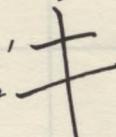
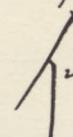
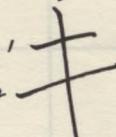
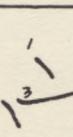
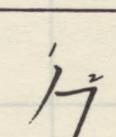
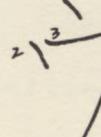
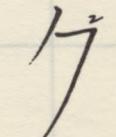
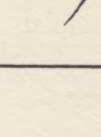
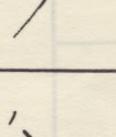
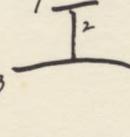
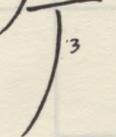
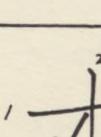
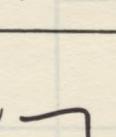
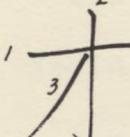
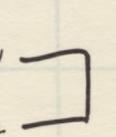
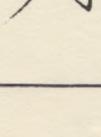
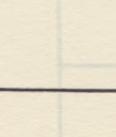
3. DONNA

The word NAN (なん) or NANI (なに) is an interrogative pronoun, and it is generally used to ask for the identity of a thing; but the word DONNA (どんな) is an interrogative pre-substantive, and it is used attributively to ask for the description of a thing. That is, the word DONNA is placed immediately in front of a noun to modify it and is translated 'What sort of' or 'What kind of' as in the following examples.

DONNA KAMI'What kind of paper'DONNA ENPITSU'What kind of pencil'DONNA ITO'What sort of string'

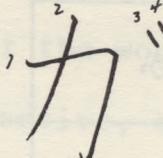
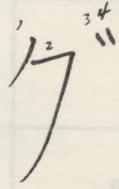
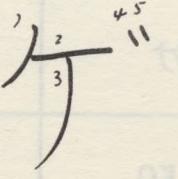
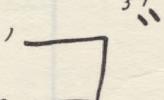
Lesson 7

G. Exercise in Writing System

ROMAJI & HIRAGANA	KATAKANA & Stroke Order	ROMAJI & HIRAGANA	KATAKANA & Stroke Order
A	ア 	KA	カ 
あ		か	
I	イ 	KI	キ 
い		き	
U	ウ 	KU	ク 
う		く	
E	エ 	KE	ケ 
え		け	
O	オ 	KO	コ 
お		こ	

Lesson 7

G. Exercises in Writing System, continued

ROMAJI & HIRAGANA	KATAKANA & Stroke Order
GA	
が	
GI	
ぎ	
GU	
ぐ	
GE	
げ	
GO	
ご	

Lesson 7

H. Homework Assignment

1. Listen to the tape and practice pronunciation.
2. Memorize the Dialogue.
3. Read the Grammar Notes.
4. Practice reading and writing of KATAKANA.

coffee	KOFE	coffee
cup	KUPE	cup
coffee	KOFE	coffee
coffee	KOFE	coffee
coffee	KOFE	coffee

wife	SIRHOI	wife
price	PIRO	price
taxi	TAXI	taxi
key	KOI	key
bottom	KITTOI	bottom

Lesson 7

I. Word List

Nouns

いと	
まんねんひつ	
けしごむ	
ほうぐかご	
こくばんふき	
こくじばん	
けいじばん	
いろ	
インキ	
ビン	
ナイフ	
ペン	
はな	

Romanization

ITO	thread, string
MANNENHITSU	fountain pen
KESHIGOMU	rubber eraser
HOOGU KAGO	wastepaper basket
KOKUBAN-FUKI	blackboard eraser
KOKUJIBAN	bulletin board
KEIJIBAN	bulletin board
IRO	color
INKI	ink
BIN	bottle
NAIFU	knife
PEN	pen
HANA	flower

I-Adjectives

しろい	SHIROI	white
くろい	KUROI	black
あかい	AKAI	red
あおい	AOI	blue
きいろい	KIIROI	yellow

Lesson 7

I. Word List, continued

ほそい	HOSOI	thin, narrow
ふとい	FUTOI	fat, thick

Miscellaneous

どんなん	DONNA	what kind of; what sort of
------	-------	-------------------------------

ええと	EETO	well, let me see
--くもありません	--KU MO ARIMASEN	is not --- either (See Gram. Notes)

Lesson 8

<u>Objectives</u>	<u>Materials</u>
<p>I. <u>Grammar</u></p> <ol style="list-style-type: none"> 1. Particle <u>NE</u> to express the meaning of "<u>---</u> isn't it?" 2. Particle <u>NO</u> to form NO-adjectives 3. Particle <u>GA</u> to express the meaning of "but." 4. Particle <u>TO</u> to express the conjunctive meaning of "and." 	ANO-KATA WA SEITO DESU <u>NE.</u> NIPPONGO <u>NO</u> SENSEI. ANO-KATA WA SENSEI DESU <u>GA</u> , WATAKUSHI WA SEITO DESU. ANATA <u>TO</u> WATAKUSHI
<p>II. <u>Writing System</u></p> <p>Hiragana <u>sa</u> to <u>do</u></p>	サシスセソ、ザジズゼゾ タチツテト、ダヂツデド

レフ	SHIROI	white
くろい	KUROI	black
あかい	AKAI	red
あおい	AOI	blue
きいろい	KIIMOI	yellow

1-2



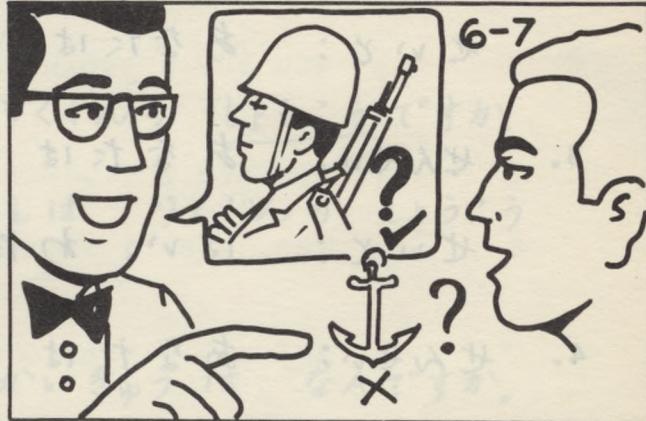
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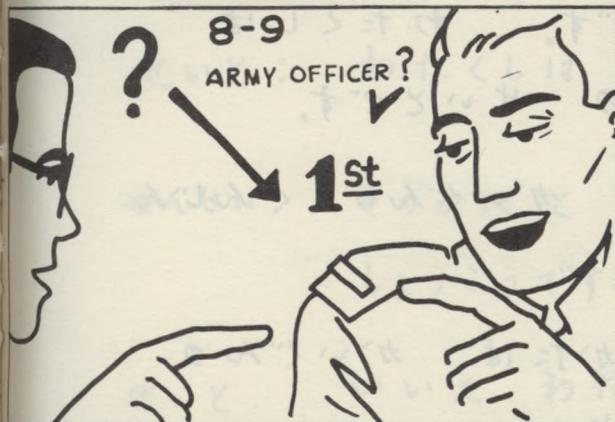
6-7



8-9

ARMY OFFICER?

1st



10

OFFICER

NCO



Lesson 8

A. Dialogue

1. せんせい： わたくしは せんせいですね。

せいと： はい、 あなたは せんせいです。

2. せんせい： わたくしは なんの せんせいですか。

せいと： あなたは にっぽんごの せんせいです。

3. せんせい： あなたは せいとですね。

せいと： はい、 わたくしは せいとです。

4. せんせい： あなたは にっぽんごの せいとですか。

せいと： はい、 そうです。 わたくしは
にっぽんごの せいとです。

5. せんせい： あのかたは かいぐんの ぐんじん
ですか。

せいと： はい、 あのかたは かいぐんの
ぐんじんです。

6. せんせい： あなたも かいぐんの ぐんじんですか。

せいと： いいえ、 そうでは ありません。

Lesson 8

A. Dialogue, continued

7. せんせい： では、あなたは りくぐんの ぐんじんですか。

せいと： はい、そうです。 わたくしは りくぐんの
ぐんじんです。

8. せんせい： あなたは りくぐんの しょうこうですか。

せいと： はい、わたくしは りくぐんの しょうこう
です。

9. せんせい： あなたの かいきゅうは なんですか。

せいと： わたくしは ちゅういです。

10. せんせい： そのかたと あなたは りくぐんの
しょうこうですか。

せいと いいえ、わたくしは しょうこうですが、
このかたは しょうこうでは ありません。
かしかんです。

Lesson 8

B. Dialogue Translation

1. Teacher: I am a teacher, am I not?

Student: Yes, you are a teacher.

2. T : I am a teacher of what?

S : You are a Japanese language teacher.

3. T : You are a student, aren't you?

S : Yes, I am a student.

4. T : Are you a Japanese language student?

S : Yes, that's right. I am a Japanese language
student.

5. T : Is that person (he) a Navy man?

S : Yes, that person (he) is a Navy man.

6. T : Are you a Navy man, too?

S : No, it isn't so.

7. T : Then, are you an Army man?

S : Yes, that's right. I am an Army man.

8. T : Are you an Army officer?

S : Yes, I am an Army officer.

Lesson 8

B. Dialogue Translation, continued

9. T : What is your rank?

S : I am a First Lieutenant.

10. T : Are that person (he) and you Army officers?

S : No, I am an officer, but this person (he)
is not an officer. He is a NCO.

(6) ありがとうございます。

For question and response:

(7) A: あなたは元気ですか?
B: はい、元気です。

(8) A: ありがとうございます。
B: はい、ありがとうございます。

Lesson 8

C. Dialogue Adjunct

1. Teacher: あなたは りくぐん
かいぐん
くうぐん
かいへいたい のぐんじんです。

2. S: あなたは しょうこう
じゅんい
しょうい
ちゅうい
たいい
しょうき
ちゅうさ
たいさ です。 かしかん
ごちょう
ぐんそう
にとうぐんそう
ひつとうぐんそう
そうちょう
とくもそうちょう です。

3. T: Is that person (he) a Navy man?
S: Yes, that person is a Navy man.
4. T: あなたは へいそつ
にとうへい
ひつとうへい
じょうとうへい です.

5. T: Then, are you an Army man?
S: Yes, that's right. I am an Army man.

6. T: Are you an Army officer?

S: Yes, I am an Army officer.

Lesson 8

D. Pattern Drill

Pattern 1:

あなたは せいとですね。

a. Examples:

(1) あなたは ぐんじんですね。

(2) あのかたは しょうこうですね。

(3) わたくしは せんせいですね。

(4) あなたは せいとですね。

(5) これは ぎょうかしょですね。

(6) あのかたは たなかさんですね。

(7) あのかたは かしかんですね。

b. For question and response:

(1) A: あなたは せいとですね。

B: はい、わたくしは せいとです。

(2) A: あのかたは せんせいですね。

B: はい、あのかたは せんせいです。

Lesson 8

D. Pattern Drill, continued

(3) A: あなたは しょうこうですね。

B: はい、わたしは しょうこうです。

Pattern 2:

A: わたしは にっぽんごの 教師です。

B: そのかたは かいぐんの しょうこうです。

a. Examples:

(1) わたしは にっぽんごの 教師です。

(2) あのかたは リクルートの くじんじんです。

(3) あのかたは がっこうの 教師です。

(4) あのかたは かいへいたいの しょうこうです。

(5) そのかたは くうぐんの かしかんです。

b. For question and response:

(1) A: あのかたは かいぐんの しょうこうですか。

B: いいえ、あのかたは かいぐんの しょうこうではありません。 かいへいたいの しょうこうです。

Lesson 8

D. Pattern Drill, continued

(2) A: あなたは このがっこうの センセイですか。

B: はい、わたくしは このがっこうの
にっぽんごの センセイです。

(3) A: あのかたは リくぐんの カしかんですか。

B: いいえ、そうではありません。
くうぐんの カしかんです。

Pattern 3:

スミスさんと わたくしは カいくんの しょうこうです。

a. Examples:

(1) スミスさんと わたくしは ぐんじんです。

(2) やまとさんと つちやさんは センセイです。

(3) カベと てんじょうは しろいです。

(4) スミスさんと やまださんは ぐんそうです。

(5) えんぴつと はこは つくえのうえに あります。

(6) ブラウンさんと スミスさんと グリーンさんは
せいとです。

Lesson 8

D. Pattern Drill, continued

b. For question and response:

(1) A: スミスさんと グリーンさんは リくぐんの
しょうこうですか。

B: はい、スミスさんと グリーンさんは リくぐんの
しょうこうです。

(2) A: はまむらさんと さかいさんは この
がっこうの セいとですか。

B: いいえ、はまむらさんと さかいさんは
このがっこうの センセイです。

Pattern 4:

スミスさんは しょうこうですが、ブランさん
は しょうこうでは ありません。

a. Examples:

(1) これは にっぽんごの ほんですが、それは
にっぽんごの ほんでは ありません。

(2) これは あかいでですが、それは あおいです。

(3) このかたは ぐんじんですが、あのかたは
ぐんじんでは ありません。

(4) たなかさんは セいとですが、やまと
さんは センセイです。

Lesson 8

D. Pattern Drill, continued

(5) あかい えんぴつは ながいでですか。 くろい
えんぴつは みじかいです。

(6) あれは あおきい まとですか。 これは
ちいさい まとです。

b. For question and response:

(1) A: スミスさんと ブラウンさんは りくぐんの
しょうこうですか。

B: いいえ、スミスさんは りくぐんの しょうこうですが、
ブラウンさんは くうぐんの しょうこうです。

(2) A: これと それは にっぽんごの きょうかしょ
ですか。

B: いいえ、それは にっぽんごの きょうかしょ
ですが、これは にっぽんごの きょうかしょ
ではありません。

(3) A: たなかさんと たきもとさんは センセイ
ですか。

B: いいえ、たきもとさんは センセイですか、
たなかさんは せいとです。

Lesson 8

E. Translation, Pattern Drill

Pattern 1:

You are a student, aren't you?

a. Examples:

- X (1) You are a military man, aren't you?
- (2) That person over there is an officer, isn't he?
- (3) I am a teacher, am I not?
- (4) You are a student, aren't you?
- (5) This is a textbook, isn't it?
- (6) He is Mr. Tanaka, isn't he?
- (7) He is a NCO, isn't he?

b. For question and response:

- (1) A: You are a student, aren't you?
B: Yes, I am a student.
- (2) A: That person over there is a teacher,
isn't he?
B: Yes, he is a teacher.
- (3) A: You are an officer, aren't you?
B: Yes, I am an officer.

Lesson 8

E. Translation, Pattern Drill, continued

Pattern 2:

A: I am a teacher of the Japanese language.

B: That person is a Navy officer.

a. Examples:

- (1) I am a student of the Japanese language.
- (2) That person over there is a member of the Army.
- (3) That person over there is a school teacher.
- (4) That person over there is a Marine Corps officer. X
- (5) That person is an Air Force NCO. X

b. For question and response:

(1) A: Is that person over there a Navy officer? X

B: No, that person over there is not a Navy
officer. He is a Marine Corps officer.

(2) A: Are you a teacher of this school?

B: Yes, I am a Japanese teacher of this school.

(3) A: Is that person over there an Army NCO? X

B: No, that isn't so. He is an Air Force NCO.

Lesson 8

E. Translation, Pattern Drill, continued

Pattern 3:

Mr. Smith and I are Navy officers.

a. Examples:

X (1) Mr. Smith and I are servicemen.
X (2) Mr. Yamamoto and Mr. Tsuchiya are teachers.
X (3) The wall and ceiling are white.
X (4) Mr. Smith and Mr. Yamada are sergeants.
X (5) Pencils and boxes are on the desk.
X (6) Mr. Brown, Mr. Smith, and Mr. Green are students.

b. For question and response:

(1) A: Are Mr. Smith and Mr. Green Army officers?
B: Yes, Mr. Smith and Mr. Green are Army officers.
(2) A: Are Mr. Hamamura and Mr. Sakai students of this school?
B: No, Mr. Hamamura and Mr. Sakai are teachers of this school.

Lesson 8

E. Translation, Pattern Drill, continued.

Pattern 4:

Mr. Smith is an officer, but Mr. Brown is not when
an officer.

The speaker to is of the same opinion. Therefore, the
a. Examples:

- (1) This is a Japanese book, but that is not a
Japanese book.
- (2) This is red, but that is blue.
- (3) This person is a soldier, but that person
over there is not a soldier.
- (4) Mr. Tanaka is a student, but Mr. Yamamoto
is a teacher.
- (5) The red pencil is long, but the black pencil
is short.
- (6) That over there is a big window, but this
is a small window.

b. For question and response:

- (1) A: Are Mr. Smith and Mr. Brown Army officers?
B: No, Mr. Smith is an Army officer, but
Mr. Brown is an Air Force officer.

Lesson 8

E. Translation, Pattern Drill, continued

(2) A: Are this and that Japanese textbooks?

B: No, that is a Japanese textbook, but this
is not a Japanese textbook.

(3) A: Are Mr. Tanaka and Mr. Takimoto teachers?

B: No, Mr. Takimoto is a teacher, but
Mr. Tanaka is a student.

(4) Mr. Smith and Mr. Green are
teachers of this school. (e)

(5) Books and boxes are on the desk.
(e)

(6) Mr. Brown, Mr. Smith and Mr. Green are
students. (e)

(7) Mr. Smith and Mr. Green are
not students. (e)

D. For question and response, repeat each

B: Yes, Mr. Smith and Mr. Green are
teachers of this school. (e)

B: Yes, Mr. Smith and Mr. Green are
not teachers of this school. (e)

(2) A: Are Mr. Nakamura and Mr. Saito
students of this school?

B: No, Mr. Nakamura and Mr. Saito
are teachers of this school. (e)

B: Yes, Mr. Nakamura and Mr. Saito
are teachers of this school. (e)

B: No, Mr. Nakamura and Mr. Saito
are not teachers of this school. (e)

Lesson 8

F. Grammar Notes

1. Particle NE

The particle NE is used at the end of a sentence when the speaker wants to express his feeling politely that the person spoken to is of the same opinion. Therefore, the speaker normally expects HAI (Yes, I agree with what you said) from the person spoken to.

ANATA WA SEITO DESU NE.

"You are a student, aren't you?"

HAI, WATAKUSHI WA SEITO DESU.

"Yes, I am a student."

2. Particle NO to form NO-adjectives

The particle NO has many different functions. Placed between two nouns, it usually makes the first noun the modifier of the second noun. The particle NO is usually placed after a concrete noun or a personal noun to modify the noun that follows it. In Pattern 2A, NIPPONGO is used to modify the noun SENSEI, and the particle NO is placed between two nouns to add the meaning of 'of.' And in Pattern 2B, the noun RIKUGUN modifies the noun GUNJIN, and the particle NO adds the sense of 'in.' The combination

Lesson 8

F. Grammar Notes, continued

of a noun and NO is called the NO-adjective.

3. Particle TO

The particle TO also has many functions. One of them is to indicate that the substantive (noun or pronoun) to which it is attached is in a series of substantives, all named 'and.' It may or may not be attached to the last substantive, e.g.,

ANATA TO WATAKUSHI (TO) --- you and I

PEN TO INKI (TO) --- pen and ink

SENSEI TO SEITO (TO) --- a teacher and student

Thus, the particle TO is used to join only nouns and pronouns in a sentence and not other words, such as verbs and adjectives.

4. Particle GA

The particle GA has several uses. Coming between two independent clauses of a compound sentence, it functions as a conjunction to connect two clauses and means 'but' or 'and.' It means 'but' when the clauses express two opposing or contrasting ideas. But when the opposition or contrast between the two clauses is very weak, it may be translated

Lesson 8

F. Grammar Notes, continued

as 'and.'

Examples:

WATAKUSHI WA SHOOKOO DESU GA, ANOKATA WA KASHIKAN
DESU.

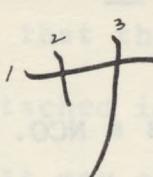
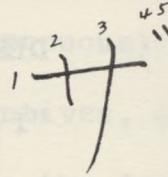
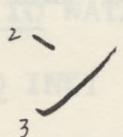
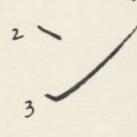
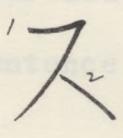
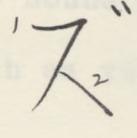
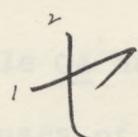
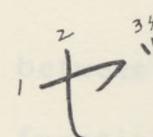
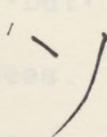
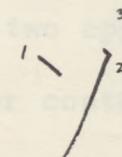
"I am an officer and he is a NCO."

KORE WA AKAI DESU GA, ARE WA AOI DESU.

"This is red, but that over there is blue."

Lesson 8

G. Exercise in Writing System

ROMAJI & HIRAGANA	KATAKANA & Stroke Order	ROMAJI & HIRAGANA	KATAKANA & Stroke Order
SA さ	サ 	ZA ざ	ザ 
SHI し	シ 	JI じ	ジ 
SU す	ス 	ZU づ	ズ 
SE せ	セ 	ZE ぜ	ゼ 
SO そ	ソ 	ZO ぞ	ゾ 

Lesson 8

G. Exercise in Writing System, continued

ROMAJI & HIRAGANA	KATAKANA & Stroke Order	ROMAJI & HIRAGANA	KATAKANA & Stroke Order
TA	タ 3	DA	ダ 45
た	タ	だ	ダ
CHI	チ 2, 3	JI	ジ 2, 3 45
ち	チ	ぢ	ヂ
TSU	ツ 1, 2, 3	DUZU	ヅ 1, 2, 3 45
つ	ツ	づ	ヅ
TE	テ 1, 2	DE	デ 45
て	テ	で	デ
TO	ト 1, 2	DO	ド 3, 4
と	ト	ど	ド

Lesson 8**H. Homework Assignment**

1. Listen to the tape and practice pronunciation.
2. Memorize the Dialogue.
3. Read the Grammar Notes.
4. Practice reading and writing of KATAKANA.

Lesson 8

I. Word List

1. Nouns

りくぐん	RIKUGUN	Army
かいぐん	KAIGUN	Navy
くうぐん	KUUGUN	Air Force
かいへいたい	KAIHEITAI	Marine Corps
かいきゅう	KA IKYUU	rank
にとうへい	NITOO-HEI	private 1
いっとうへい	ITTOO-HEI	private 2
じょうとうへい	JOOTOO-HEI	private 1st class
ごちょう	GOCHOO	corporal
ぐんそう	GUNSOO	sergeant
にとうぐんそう	NITOO-GUNSOO	staff sergeant
いっとうぐんそう	ITTOO-GUNSOO	sergeant 1st class
そうちょう	SOOCHOO	master sergeant
とくもそうちょう	TOKUMU-SOOCHOO	sergeant major
じゅんい	JUN-I	warrant officer
12. しょうい (小尉)	SHOOI	second lieutenant
ちゅうい	CHUUI	first lieutenant
たいい	TAII	captain
しょうさ	SHOOSA	major
ちゅうさ	CHUUSA	1t. colonel

Lesson 8

I. Word List, continued

Lesson 9

Objectives

Materials

I. Grammar:

1. Honorific and humble words
2. Conjunctive form of DESU
3. MO--MO--DESU
4. MO--MO--DEWA ARIMASEN

ONAMAE, NAMAE
KANAI, OKUSAN

KORE WA HON DE, ARE WA ZASSHI DESU.

KORE MO SORE MO HON DESU.

KORE MO SORE MO HON DEWA ARIMASEN.

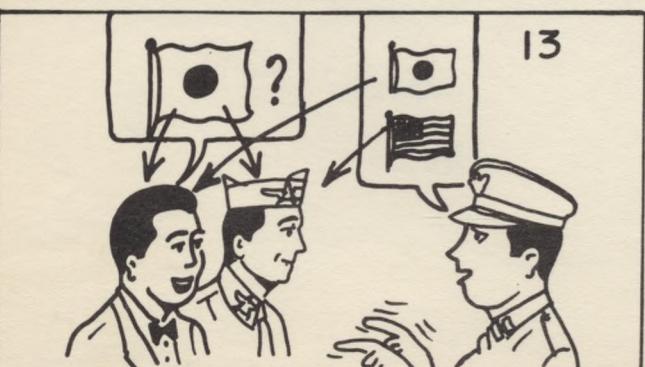
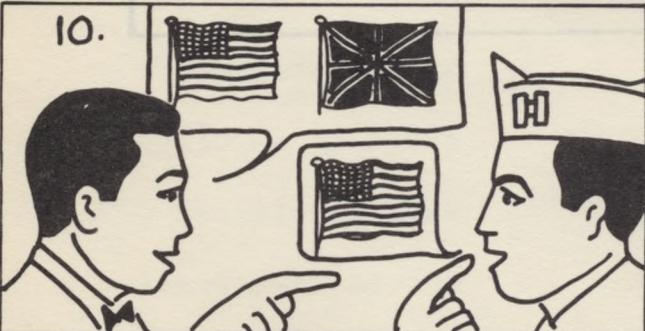
II. Writing System:

Katakana, na to po

ナニヌネノ、ハヒフヘホ
バビヅベボ、パピブペホ

JA.

LESSON 9



Lesson 9

A. Dialogue

1. せんせい： これは ガッこうですか。
せいと： はい、それは ガッこうです。
2. せんせい： これは なんの ガッこうですか。
せいと： それは ガイコくごの ガッこうです。
3. せんせい： これは リくぐんの ガイゴガッこうですか。
せいと： いいえ、それは こくほうじょうの
ガイゴガッこうです。
4. せんせい： このガッこうの なまえは なんですか。
せいと： そのガッこうの なまえは こくほうじょう
ごガッこうです。
5. せんせい： あなたがたは このガッこうの せいと
ですか。
せいと： はい、わたくしたちは そのガッこうの
せいとです。
6. せんせい： あなたがたは なにこの せいとですか。
せいと： わたくしたちは にっぽんごの せいと
です。

Lesson 9

A. Dialogue, continued

7. せんせい： あなたの おなまえは なんですか。

せいと： わたくしの なまえは たなかです。

8. せんせい： たなかさん、 あなたの おくさんも
せいとですか。

たなか： いいえ、 かないは セいとでは
ありません。

9. せんせい： たなか たいい、 きかい しょうきは
あなたの おともだちですか。

たなか： はい、 きかい しょうきは わたくしの
ともだちです。

10. せんせい： たなか たいい、 あなたは べいこく
じんですか、 えいこくじんですか。

たなか： わたくしは べいこくじんです。

11. せんせい： スミスぐんそうと パーカー ちゅうさは
どなたですか。

たなか： スミスぐんそうは このかたで、 パーカー
ちゅうさは あのかたです。

Lesson 9

A. Dialogue, continued

12. せんせい： スミス ぐんそうも パーカー ちゅうさも
にっぽんごの せいとですか。

たなか： はい、 スミス ぐんそうも パーカー ちゅうさも
にっぽんごの せいとです。

13. せんせい： アーサー たいさも わたくしも にっぽんじん
ですか。

たなか： いいえ、 あなたは にっぽんじんですが、
アーサー たいさは べいこくじんです。

14. せんせい： アーサー たいさも パーカー ちゅうさも
くうぐんの しょうこうですか。

たなか： いいえ、 アーサー たいさも パーカー
ちゅうさも くうぐんの しょうこうでは
ありません。 りくぐんの しょうこうです。

Tomoko : No, you are a Japanese, but Mr. Arthur is an
American.

Lesson 9

B. Dialogue Translation

1. Teacher: Is this a school?

Student: Yes, that is a school.

2. T : What school is this?

S : That is a school for foreign languages.

3. T : Is this the Army's foreign language school?

S : No, that is the Defense Department's foreign language school.

4. T : What is the name of this school?

S : The name of that school is the Defense Language Institute.

5. T : Are you students of this school?

S : Yes, we are students of that school.

6. T : What are you students of?

S : We are students of the Japanese language.

7. T : What is your name?

S : My name is Tanaka.

Lesson 9

B. Dialogue Translation, continued

8. T : Mr. Tanaka, is your wife a student, too?

Tanaka : No, my wife is not a student.

9. T : CPT Tanaka, is Major SAKAI your friend? X

Tanaka : Yes, Major Sakai is my friend.

10. T : CPT Tanaka, are you an American or an Englishman?

Tanaka : I am an American.

11. T : Who are SGT Smith and LTC Parker?

Tanaka : SGT Smith is this person and LTC Parker is
that person.

12. T : Are both SGT Smith and LTC Parker students of
the Japanese language?

Tanaka : Yes, both SGT Smith and LTC Parker are
students of the Japanese language.

13. T : Are both COL Arthur and I Japanese?

Tanaka : No, you are a Japanese, but COL Arthur is an
American.

Lesson 9

B. Dialogue Translation, continued

14. T : Are both COL Arthur and LTC Parker Air Force officers?

Tanaka : No, neither COL Arthur nor LTC Parker is an Air Force officer. They are Army officers.

S : No, that is the Defense Department language school.

4. T : What is the name of that school?

S : The name of that school is the Defense Language Institute.

5. T : Are you students of that school?

S : Yes, we are.

6. T : Who are your teachers?

S : Japanese language teachers.

7. T : What is your name?

S : My name is Tanaka.

Lesson 9

C. Dialogue Adjunct

1. あのかたは [にっぽんじん
ベイコクじん
アメリカじん
えいこくじん
イギリスじん
フランスじん
ドイツじん
ロシアじん] です。

2. あのかたは [にっぽんご
えいご
フランスご
ドイツご
ロシアご
タイご] のせんせいです。

Lesson 9

D. Pattern Drill

Pattern 1:

A: あなたの おなまえ は なんですか。

B: わたくしの なまえ は ^おなまえ です。

a. Examples:

	<u>Humble</u>	<u>Honorific</u>
(1)	ともだち	おともだち
(2)	だれ	どなた
(3)	なまえ	おなまえ
(4)	かない	おくさん
(5)	このひと	このかた、このおかた
(6)	きょうし	せんせい

b. For question and response:

(1) A: あなたの おなまえは なんですか。

B: わたくしの なまえは ^おなまえ です。

Lesson 9

D. Pattern Drill, continued

(2) A: あなたはせんせいですか。

B: はい、わたくしはきょうです。

(3) A: たなかさんはあなたのあともだちですか。

B: はい、たなかさんはわたくしのともだちです。

Pattern 2:

たなかさんはこのかたで、たもうさんはありかたです。

a. Examples:

(1) これはほんで、それはかみです。

(2) あのかたはせんせいで、このかたはせいいとです。

(3) これはあかいほんで、あれはあおいほんです。

(4) このかたはりくぐんちゅういで、そのかたはかいくんちゅういで。

(5) これはながいえんぴつで、それはみじかいえんぴつです。

Lesson 9

D. Pattern Drill, continued

b. For question and response:

(1) A: あなたがたは にっぽんごの せいとですか。

B: { いいえ、このかたは フランスごの せいとで、
わたしは タイごの せいとです。

(2) A: あなたと やまださんは りくぐんのくんじんです。

B: { いいえ、わたしは かいぐんのくんじんで、
やまださんは かいへいたいのくんじんです。

(3) A: あかいえんぴつと きいろいえんぴつは
あなたのですか。

B: { いいえ、あかいえんぴつは あなたので、
きいろいえんぴつは パーカーさんのです。

Pattern 3:

スミスさんも たなかさんも にっぽんごの せいとです。

a. Examples:

(1) これも それも わたくしの ほんです。

(2) このえんぴつも そのえんぴつも きいろいです。

(3) せんせいも せいとも べいこくじんです。

Lesson 9

D. Pattern Drill, continued

(4) さかいさんも パーカーさんも りくぐんの しょうこうです。

(5) えんひつも はくばくも みじかいです。

b. For question and response:

(1) A: これは あなたの ペンですか。

B: はい、これも それも わたくしの ペンです。

(2) A: パーカーさん、あなたの おくさんは べいこくじんでですか。

B: はい、かないも わたくしも べいこくじんです。

(3) A: あなたも さかいさんも りくぐんの ぐんじんでですか。

B: はい、そうです。

Pattern 4:

A: たなか たいい も パーカー しょうさ も
くうぐんの しょうこう では ありません。

B: この も それ も あかくは ありません。

Lesson 9

D. Pattern Drill, continued

a. Examples:

- (1) これも それも えんぴつでは ありません。
- (2) これも それも わたくしのでは ありません。
- (3) わたくしも あのかたも せんせいでは ありません。
- (4) これも それも きいろくは ありません。
- (5) はくぼくも えんぴつも ながくは ありません。

b. For question and response:

(1) A: スミスさんと パーカーさんは しょうこうですか。

B: いいえ、スミスさんも パーカーさんも
しょうこうでは ありません。 カしかんです。

(2) A: この あかい えんぴつと くろい ペンは
あなたのですか。

B: { いいえ、その あかい えんぴつも くろい
ペンも わたくしのでは ありません。

(3) A: この ほんと その ほんこは あかいでですか。

B: いいえ、その ほんも この ほんこも
あかくは ありません。 あおいです。

Lesson 9

E. Translation, Pattern Drill

(3) A: Are the red pencil and yellow?

Pattern 1:A: What is your name?B: My name is Tanaka.a. Examples:HumbleHonorific

(1) friend friend

(2) who? who?

(3) name name

(4) wife (self) madam, Mrs.

(5) this person this person

(6) teacher teacher

b. For question and response:

(1) A: What is your name?

B: My name is Sakai.

(2) A: Are you a teacher?

B: Yes, I am a teacher.

(3) A: Is Mr. Tanaka your friend?

B: Yes, Mr. Tanaka is my friend.

Lesson 9

E. Translation, Pattern Drill, continued

Pattern 2:

Mr. Tanaka is this person, and Mr. Tamura is that person over there.

a. Examples:

- (1) This is a book and that is a paper.
- (2) That person over there is a teacher, and this person is a student.
- (3) This is a red book, and that over there is a blue book.
- (4) This person is an Army first lieutenant, and that person is a Navy lieutenant junior grade.
- (5) This is a long pencil, and that is a short pencil.

b. For question and response:

- (1) A: Are you Japanese language students?
B: No, this person is a French language student, and I am a Thai language student.
- (2) A: Are you and Mr. Yamada Army soldiers?
B: No, I am a Navy man and Mr. Yamada is a Marine Corps man.

Lesson 9

E. Translation, Pattern Drill, continued

(3) A: Are the red pencil and yellow pencil

yours?

B: No, the red pencil is yours and the yellow pencil is Mr. Parker's.

Pattern 3:Both Mr. Smith and Mr. Tanaka are Japanese language students.a. Examples:

- (1) Both this and that are my books.
- (2) Both this pencil and that pencil are yellow.
- (3) Both the teachers and the students are Americans.
- (4) Both Mr. Sakai and Mr. Parker are Army officers.
- (5) Both the pencil and the chalk are short.

b. For question and response:

- (1) A: Is this your pen?
B: Yes, both this and that are my pens.
- (2) A: Mr. Parker, is your wife an American?
B: Yes, both my wife and I are Americans.
- (3) A: Are both you and Mr. Sakai Army men?
B: Yes, that's right.

Lesson 9

E. Translation, Pattern Drill, continued

Pattern 4:

A: Neither CPT Tanaka nor MAJ Parker is an Air Force officer.

B: Neither this nor that is red.

a. Examples:

- (1) Neither this nor that is a pencil.
- (2) Neither this nor that is mine.
- (3) Neither he nor I am a teacher.
- (4) Neither this nor that is yellow.
- (5) Neither the chalk nor the pencil is long.

b. For question and response:

(1) A: Are Mr. Smith and Mr. Parker officers?

B: No, neither Mr. Smith nor Mr. Parker is

b. For question an officer. They are NCO's.

(2) A: Are this red pencil and black pen yours?

B: No, neither that red pencil nor black pen is mine.

(3) A: Are this book and that box red?

B: No, neither that book nor this box is red.

They are blue.

Lesson 9

F. Grammar Notes

1. Humble and Honorific Words

In Japanese certain words are honorific in themselves, and certain other words are humble in themselves, but most words can be made either honorific or humble. Nouns are made honorific in several ways. One way is to use o in front of them. The prefix o, therefore, is called the 'honorific o.' The nouns thus made honorific generally refer to persons or things that are connected with second and third persons and not with the first person or speaker himself.

Thus, in Pattern 1A, the speaker uses the word ONAMAE, 'your name,' because he wishes to be polite to the person to whom he speaks, and in Pattern 1B, the honorific o is not used in front of the word NAMAE because it is poor social form for the speaker to be honorific of anything connected with himself. Similarly, the word OTOMODACHI, 'your, his, her, or their friend,' is used by the speaker to refer to a person or persons who are connected to the second or third persons and not with the speaker himself.

KONO-OKATA is politer than the word KONO-KATA. The

Lesson 9

F. Grammar Notes, continued

word KANAI refers to one's own wife, whereas the word OKUSAN is used by the speaker to refer to the wife of the second or the third person. The word DONATA is politer than the word DARE.

2. Conjunctive form of DESU

The ways in which two sentences are combined into a compound sentence differ depending upon the first sentence. When the first sentence ends in a noun or a pronoun plus DESU, the DESU is changed to DE which not only retains the original meaning of the copula DESU, but also has the additional notion of and.

Examples:

a. KORE WA ENPITSU DESU (1)

"This is a pencil."

KORE WA PEN DESU (2)

"This is a pen."

When you combine these two sentences (1) and (2), they will become: KORE WA ENPITSU DE KORE WA PEN DESU.

"This is a pencil and this is a pen."

b. KORE WA ENPITSU DESU (1)

"This is a pencil."

Lesson 9

F. Grammar Notes, continued

IRO WA AKAI DESU (2)

"The color is red."

When you combine (1) and (2), they will become:

KORE WA ENPITSU DE, IRO WA AKAI DESU."This is a pencil and the color is red."3. MO--MO--DESU

When used after each of two substantives (nouns and pronouns) which are the subjects of a sentence ending with an affirmative predicate, the MO expresses 'both --- and.'

In the following examples, if you combine sentences (1) and (2), they will become sentence (3).

Examples:

a. (1) KORE WA HON DESU.

"This is a book."

(2) SORE MO HON DESU.

"That is a book, too."

(3) KORE MO SORE MO HON DESU."Both this and that are books."b. (1) KONO HON WA AKAI DESU.

"This book is red."

Lesson 9

F. Grammar Notes, continued

(2) SONO HON MO AKAI DESU.

"That book is also red."

(3) KONO HON MO SONO HON MO AKAI DESU.

"Both this book and that book are red."

4. MO--MO--DEWA ARIMASEN

When used after each of two substantives (nouns and pronouns) which are the subjects of a sentence ending with a negative predicate, the MO expresses 'neither--nor--.' In the following examples, if you combine sentences (1) and (2), (3) will be the result.

Examples:a. (1) KORE WA HON DEWA ARIMASEN.

"This is not a book."

(2) SORE WA HON DEWA ARIMASEN.

"That is not a book."

(3) KORE MO SORE MO HON DEWA ARIMASEN.

"Neither this nor that is a book."

b. (1) KONO HON WA AKAKU WA ARIMASEN.

"This book is not red."

(2) "SONO HON MO AKAKU WA ARIMASEN.

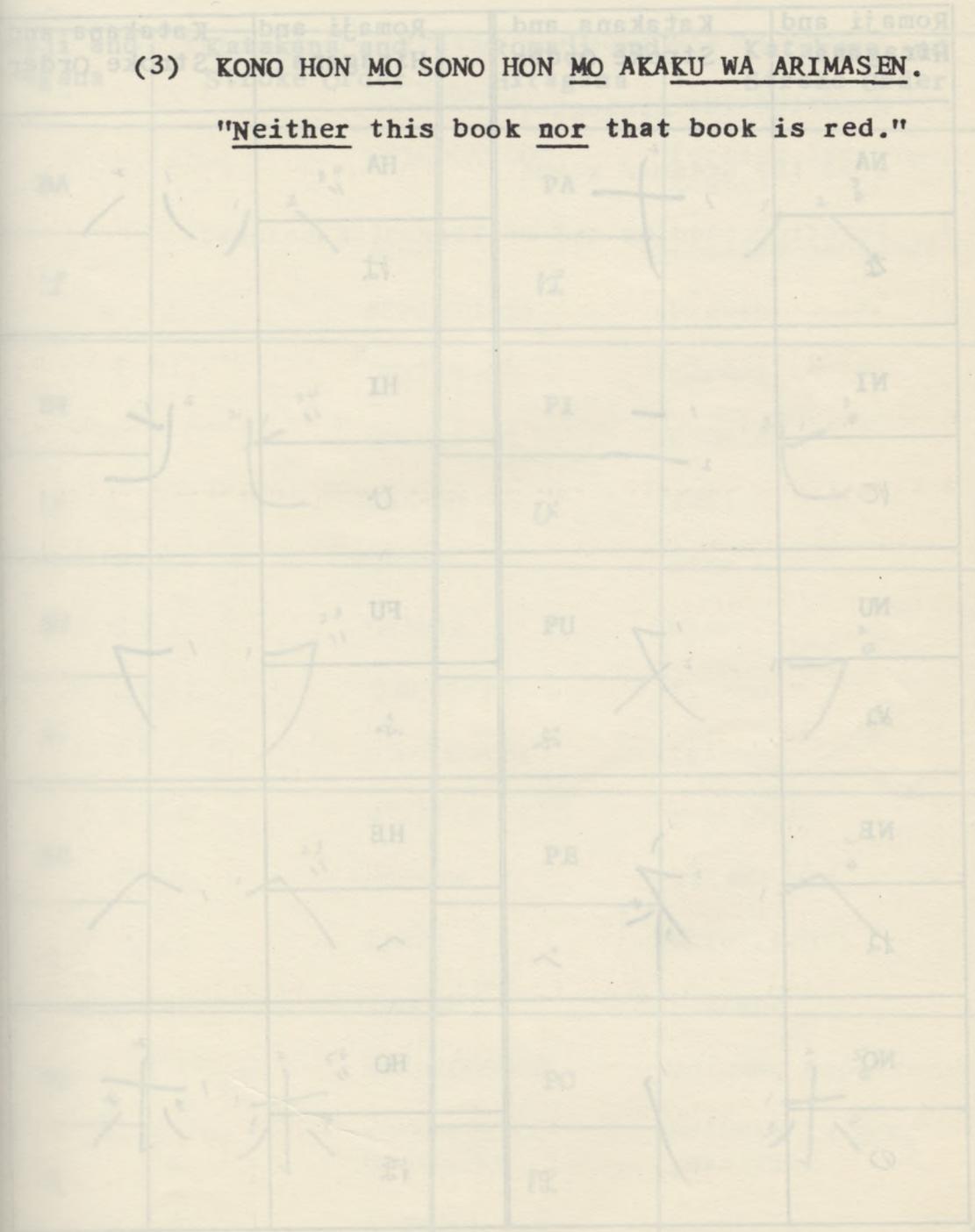
"That book is not red either."

Lesson 9

F. Grammar Notes, continued

(3) KONO HON MO SONO HON MO AKAKU WA ARIMASEN.

"Neither this book nor that book is red."



Lesson 9

G. Exercise in Writing System

Romaji and Hiragana	Katakana and Stroke Order	Romaji and Hiragana	Katakana and Stroke Order
NA な	ナ 1 丨 2 フ	HA は	ハ 1 丨 2 フ
NI ニ	ニ 1 一 2 二	HI ひ	ヒ 1 丨 2 フ
NU ぬ	ヌ 1 丨 2 フ	FU ふ	フ 1 丨 2 フ
NE ね	ネ 1 、 2 フ 3 ト 4 フ	HE へ	ヘ 1 、
NO の	ノ 1 丨 2 フ	HO ほ	ホ 1 、 2 ト 3 ト 4 フ

Lesson 9

G. Exercise in Writing System, continued

Romaji and Hiragana	Katakana and Stroke Order	Romaji and Hiragana	Katakana and Stroke Order
BA	バ	PA	ぱ
ぱ		ぱ	
BI	ビ	PI	ぴ
ぴ		ぴ	
BU	ブ	PU	
ぶ		ぶ	
BE	ベ	PE	
べ		べ	
BO	ボ	PO	
ぼ		ぼ	

イギリスじん

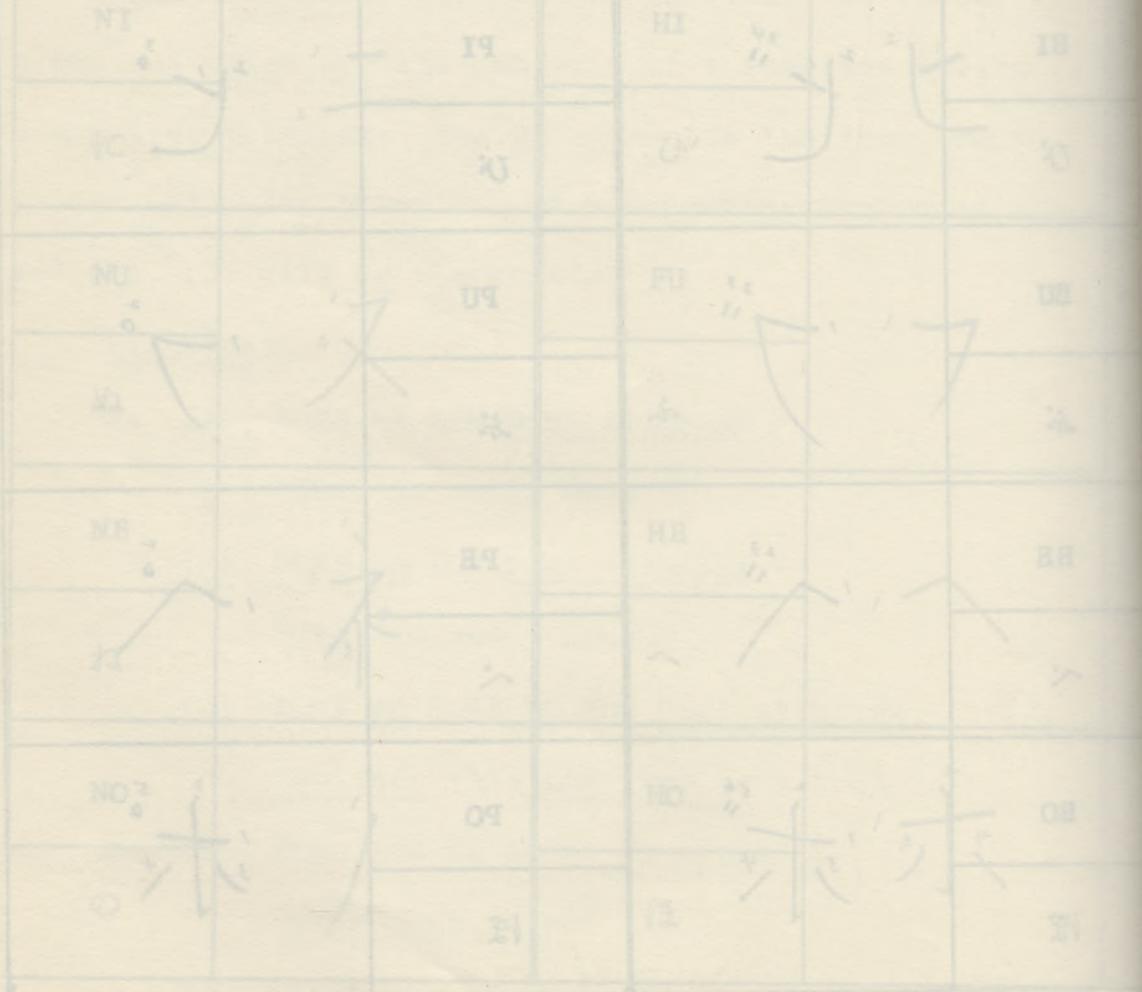
IGIRISU-JIN

Englishman

Lesson 9

H. Homework Assignment

1. Listen to the tape and practice pronunciation.
2. Memorize the Dialogue.
3. Read the Grammar Notes
4. Practice reading and writing of Katakana.



Lesson 9

I. Word List

1. Nouns

がいこくご	GAIKOKUGO	foreign language
がいごがっこう	GAIGOGAKKOO	foreign language school
えいご	EIGO	English language
フランスご	FURANSU-GO	French
ドイツご	DOITSU-GO	German
ロシアご	ROSHIA-GO	Russian
タイご	TAI-GO	Thai
なまえ	NAMAE	name
おなまえ	ONAMAE	name
ともだち	TOMODACHI	friend
おともだち	OTOMODACHI	friend
みなさん	MINASAN	everybody
おくさん	OKUSAN	madam; Mrs.
かない	KANAI	wife (self)
きょうし	KYOOSHI	teacher
こくぼうしょう	KOKUBOOSHOO	Defense Department
こくぼうしょう ごがくこう	KOKUBOOSHOO GOGAKKOO	Defense Language Institute
アメリカじん	AMERIKA-JIN	American
イギリスじん	IGIRISU-JIN	Englishman

Lesson 9

I. Word List, continued

1. にっぽんじん NIPPONJIN Japanese

2. べいこくじん BEIKOKUJIN American

3. えいこくじん EIKOKU-JIN Englishman

4. フランスじん FURANSU-JIN Frenchman

5. ドイツじん DOITSU-JIN German

6. ロシアじん ROSHIA-JIN Russian

2. Function words

て DE --is and --
(See Grammar Notes)

--も--も--です --MO--MO--DESU

both --- and
(See Grammar Notes)

--も--も--では
ありません ARIMASEN

neither--nor
(See Grammar Notes)

3. Interrogative Pronoun

だれ DARE who?

だれか DAREKA

だれ (せり) DARE (SERI)

だれか (せり) DAREKA (SERI)

Lesson 10

L-9

Objectives

Materials

I. Grammar:

1. Contrast of WA and GA
2. Place pronouns and locative phrases
3. Numerals as quantitative adverbs
4. DEMO--DEMO ARIMASEN.
5. NIMO--NIMO ARIMASEN.

Place NI subject GA ARIMASU

Subject WA place NI ARIMASU

hitotsu arimasu

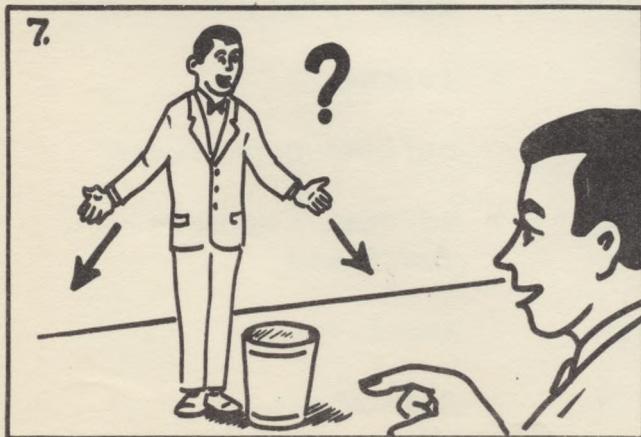
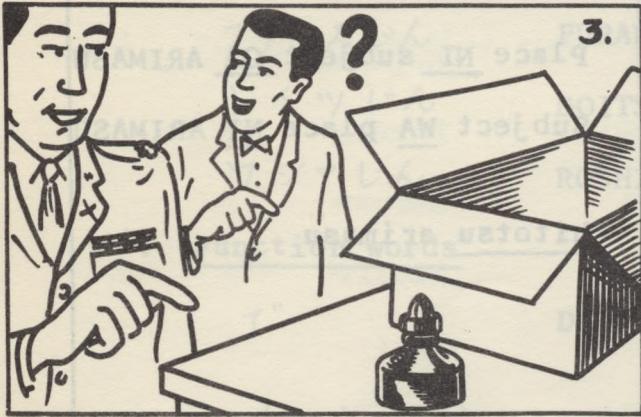
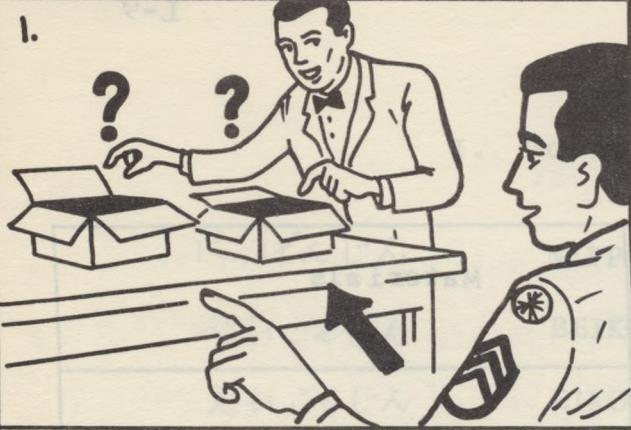
II. Writing System:

Katakana ma to n

マミムメモ、ヤイユエヨ

ラリルレロ、ワキウエヲ

ン



Lesson 10

A. Dialogue

1. A: ここに なにが ありますか。
B: そこには こが あります。
2. A: ここに かばんも ありますか。
B: いいえ、そこに かばんは ありません。
3. A: このはこのそばに なにが ありますか。
B: そのはこのそばに インキの ピンが あります。
4. A: このへやに まどが いくつ ありますか。
B: かぞえてください。
B: このへやに まどが ひとつ、ふたつ、みつ、よつ、よつ あります。
5. A: いすが いくつ ありますか。 かぞえてください。
B: いすが ひとつ、ふたつ、みつ、よつ、ひとつ、むつ、ななつ、やつ、このつ、とお、とお あります。
6. A: こくばんは どこに ありますか。
B: こくばんは あなたの うしろに あります。

Lesson 10

A. Dialogue, continued

7. A: ほうぐ"かご"は わたくしの みき"に ありますか、
ひだりに ありますか。

B: ほうぐ"かご"は あなたの みき"にも、ひだり
にも ありません。 あなたの まえに あります。

8. A: これは ペンですか、えんぴつですか。

B: それは ペンでも えんぴつでも ありません。
それは けしごむです。

9. A: ニューヨークしは どこに ありますか。

B: ニューヨークしは ニューヨークしゅうに あります。

Lesson 10

B. Dialogue Translation

1. A: What is there at this place (here)?
B: There is a box there.
2. A: Is there a briefcase here, too?
B: No, there is no briefcase there.
3. A: What is there by this box?
B: There is an ink bottle by that box?
4. A: How many windows are there in this room?
Please count.
B: One, two, three, four--there are four windows in
this room.
5. A: How many chairs are there? Please count.
B: One, two, three, four, five, six, seven, eight, nine,
ten--there are ten chairs.
6. A: Where is the blackboard?
B: The blackboard is behind you.
7. A: Is the wastepaper basket on my right or is it on
my left?

Lesson 10

B. Dialogue Translation, continued

B: The wastepaper basket is neither on your right nor
on your left. It is in front of you.

8. A: Is this a pen or is it a pencil?

B: That is neither a pen nor a pencil. That is an eraser.

9. A: Where is New York City

B: New York City is in New York State.

Lesson 10

C. Dialogue Adjunct

1. a. シカゴ しは イリノイ しゅうに あります。
 b. モンテレー は カリフォルニア しゅうに あります。
 c. ミネアポリス は ミネソタ しゅうに あります。
 d. リノ しは ネバダ しゅうに あります。

2. a. ここ に いすが あります。
 そこ に まど“が” あります。
 あそこ に ど“が” あります。

b. はこの  に えんぴつ“が” あります。

Lesson 10

D. Pattern Drill

Pattern 1:

A: はこ か あります。

B: えんぴつ は ありません。

a. Examples:

(1) ほん か あります。

(2) けしごむ か あります。

(3) かみ か あります。

(4) ほうぐかご は ありません。

(5) まど は ありません。

(6) とけい は ありません。

b. For question and response:

(1) A: きょうかしょ か ありますか。

B: いいえ、きょうかしょ は ありません。

(2) A: ペン か ありますか。

B: いいえ、ペン は ありません。えんぴつ が あります。

(3) A: つくえ か ありますか。

B: いいえ、つくえ は ありません。いす が あります。

Lesson 10

D. Pattern Drill, continued

Pattern 2:A: ここに えんぴつ が あります。B: はこのそばに ペン が あります。(1)a. Examples:

- (1) ここに なに が ありますか。
- (2) ここに ほん が あります。
- (3) そこに こくばん が あります。
- (4) あそこに とけい が あります。
- (5) わたくしの まえに つくえ が あります。
- (6) わたくしの うしろに こくばん が あります。
- (7) あなたの みき に ほうぐかご が あります。
- (8) あなたの ひだりに かばん が あります。

b. For question and response:

(1) A: そこに なに が ありますか。

B: ここに いす が あります。

(2) A: あそこに なに が ありますか。

B: あそこに こくばん が あります。

Lesson 10

D. Pattern Drill, continued

(3) A: あなたの うしろに なにかありますか。

B: わたくしの うしろに まどかあります。

(4) A: どこに ちずかありますか。

B: わたくしの みきに ちずかあります。

Pattern 3:

つくれの うえに はこが みつあります。

a. Examples:

(1) はこのなかに けしごむか みつあります。

(2) このきょうしつに でんどうか よつあります。

(3) このきょうしつに まどか いつあります。

(4) ここに つくれが ひとつあります。

(5) 1もうぐかごが ふたつあります。

b. For question and response:

(1) A: このきょうしつに いすか いくつありますか。

B: このきょうしつに いすか ここつあります。

(2) A: このきょうしつに こくばんか いくつありますか。

B: このきょうしつに こくばんか ふたつあります。

Lesson 10

D. Pattern Drill, continued

(3) A: ここに こくばんふきが いくつ ありますか。

B: そこに こくばんふきが ふたつ あります。

Pattern 4:

A. これは ペンでも えんぴつ でも ありません。

B. まだは わたくしのまえにも うしろにも ありません。

a. Examples:

(1) これは えんぴつ でも はしでも ありません。

(2) わたくしは しょうこうでも かしかんでも ありません。

(3) これは あかいはなでも あおいはなでも ありません。

(4) いすは そこにも ここにも ありません。

(5) こくばんは わたくしのみきにも ひだりにも ありません。

(6) えんぴつは はこのうえにも したにも ありません。

b. For question and response:

(1) A: これは はしですか、 えんぴつですか。

B: それは はしても えんぴつでも ありません。

それは ペンです。

Lesson 10

D. Pattern Drill, continued

(2) A: スミスさんは ぐんそうですか。 そうちょうですか。

B: スミスさんは ぐんそうでも そうちょうでも
ありません。 こ"ちょうです。

(3) A: つくえは わたくしの うしろに ありますか、
みき"に ありますか。

B: つくえは あなたの うしろにも みき"にも
ありません。 あなたの まえに あります。

(4) A: えんひつは はこの うえに ありますか、
なかに ありますか。

B: えんひつは はこの うえにも なかにも
ありません。 はこの そば"に あります。

b. For question and response:

(1) A: この本は うしろに ありますか。

B: はい、この本は うしろに あります。

(2) A: あなたの うしろに ありますか。

B: はい、あなたの うしろに あります。

Lesson 10

E. Translation, Pattern Drill

Pattern 1:A. There is a box.B. There is no pencil.a. Examples:

(1) There is a book.

(2) There is an eraser.

(3) There is a paper.

(4) There is no wastepaper basket.

(5) There is no window.

(6) There is no clock.

b. For question and response:

(1) A: Is there a textbook?

B: No, there is no textbook.

(2) A: Is there a pen?

B: No, there is no pen. There is a pencil.

(3) A: Is there a desk?

B: No, there is no desk. There is a chair.

Lesson 10

E. Translation, Pattern Drill, continued

Pattern 2:

A. There is a pencil here.

B. There is a pen by the box.

a. Examples:

(1) What is here?

(2) There is a book here.

(3) There is a blackboard there.

(4) There is a clock over there.

(5) There is a desk in front of me.

(6) There is a blackboard behind me.

(7) There is a wastepaper basket on your right.

(8) There is a briefcase on your left.

b. For question and response:

(1) A: What is there?

B: There is a chair here.

(2) A: What is over there?

B: There is a blackboard over there.

Lesson 10

E. Translation, Pattern Drill, continued

(3) A: What is behind you?

B: There is a window behind me.

(4) A: Where is the map?

B: There is a map on my right.

Pattern 3:

There are three boxes on top of the desk.

a. Examples:

(1) There are three erasers in the box.

(2) There are four lights in this classroom.

(3) There are five windows in this classroom.

(4) There is a desk here.

(5) There are two wastepaper baskets.

b. For question and response:

(1) A: How many chairs are there in this
classroom?

B: There are nine chairs in this classroom.

(2) A: How many blackboards are there in this
classroom?

Lesson 10

E. Translation, Pattern Drill, continued

Pattern 3:

B: There are two blackboards in this classroom.

(3) A: How many blackboard erasers are there here?

B: There are two blackboard erasers there.

(3) What is here?

Pattern 4:

A. This is neither a pen nor a pencil.

B. The window is neither in front of me nor behind me.

a. Examples:

(1) This is neither a pencil nor a chopstick.

(2) I am neither an officer nor a NCO.

(3) This is neither a red flower nor a blue flower.

(4) The chair is neither here nor there.

(5) The blackboard is neither on my right nor on my left.

(6) The pencil is neither on top of the box nor under it.

Lesson 10

E. Translation, Pattern Drill, continued

b. For question and response:

(1) A: Is this a chopstick or is it a pencil?

B: That is neither a chopstick nor a pencil. That is a pen.

(2) A: Is Mr. Smith a sergeant or a master sergeant?

B: Mr. Smith is neither a sergeant nor a master sergeant. He is a corporal.

(3) A: Is the desk behind me or on my right?

B: The desk is neither behind you nor on your right. It is in front of you.

(4) A: Is the pencil on top of the box or inside of it?

B: The pencil is neither on top of the box nor inside the box. It is by the box.

NOUN OR PRONOUN + NO + "topp o si tteba"

HAKO NO USU NI "on top of the box"
USAMURA AO IMAS

HAKO NO MAR NI "in front of the box"
TOPPEKU SAI OTE

HAKO NO USHIRO NI "behind the box"
USAMURA AM. JUNSHINAH

HAKO NO SOBA NI "placed on si stedt"
USAMURA AM. JUNSHINAH

Lesson 10

F. Grammar Notes

1. Particles GA and WA

The particle GA is used to denote that the preceding substantive is the subject of a sentence. It has been noted in Grammar Note 3, Lesson 1, that the particle WA also indicates the subject of a sentence. However, the two particles GA and WA are not interchangeable. The fundamental difference between them lies in the position of emphasis they play. GA places emphasis on the subject of a sentence, whereas WA places emphasis on the predicate. This difference will be explained more fully in the following Note 3. In Pattern 1 of this lesson, GA is used with a positive existential verb ARIMASU and WA is used with a negative existential verb ARIMASEN.

a. Examples:

HON GA ARIMASU.

"There is a book."

KAMI GA ARIMASU.

"There is a paper."

HAKUBOKU WA ARIMASEN.

"There is no chalk."

Lesson 10

F. Grammar Notes, continued

2. Place pronouns and locative phrases

a. KOKO, SOKO, ASOKO (ASUKO)

KOKO 'this place (here)', SOKO 'that place (there)', and ASOKO 'that place over there (over there)' are all place pronouns. Students must memorize these words as a set of important place pronouns. Their relations are similar to those of KORE, SORE, and ARE or KONO, SONO, and ANO.

b. Locative phrases with the Particle NI

Placed immediately after place nouns in sentences with existential verbs, the particle NI indicates the place of existence. Some of the place nouns used in this lesson are: SOBA 'vicinity,' MAE 'front,' USHIRO 'rear,' MIGI 'right,' and HIDARI 'left.'

Locative phrases to indicate specific places of
existence are formed by the pattern:

Noun or pronoun + NO + place noun + NI

HAKO NO UE NI 'on top of the box'

HAKO NO MAE NI 'in front of the box'

HAKO NO USHIRO NI 'behind the box'

HAKO NO SOBA NI 'near the box'

Lesson 10

F. Grammar Notes, continued

HAKO NO MIGI NI 'to the right of the box'

HAKO NO HIDARI NI 'to the left of the box'

3. Difference between WA and GAa. Place of emphasis

When used to denote the subject of a sentence,

WA emphasizes the predicate whereas GA emphasizes the subject.

(1) KORE WA NAN DESU KA?

"What is this?"

(2) SORE WA HON DESU.

"That's a book."

Sentence (2) above is the answer to Question (1).

Both the question and answer require emphasis on the predicate. That is, the questioner and the one who answers the question are more concerned about whether this is a book or something else than whether this or that is a book.

(3) HON WA DOKO NI ARIMASU KA?

"Where is the book?"

(4) HON WA TSUKUE NO UE NI ARIMASU.

"The book is on the desk."

F. Grammar Notes, continued

Sentence (4) is the answer to question (3). Here both the questioner and the one who answers the question know what the book is, and they are not concerned about what is on the desk, but the questioner wants to know where the book is.

(5) ISU NO UE NI NANI GA ARIMASU KA?

"What is on the chair?"

(6) ISU NO UE NI BOOSHI GA ARIMASU.

"There is a hat on the chair."

Sentence (6) is the answer to question (5). Here the questioner wants to know what is on the desk and not where the thing is.

Thus, when the subject of an interrogative sentence is or contains an interrogative pronoun (NANI, DONATA, DARE, etc.) that subject and the subject of the answer to the question are denoted by the particle GA.

To make the usage of WA and GA simpler, the following locative sentence patterns may be helpful for students.

That is:

(7) Place NI Subject GA ARIMASU.

(8) Subject WA Place NI ARIMASU.

F. Grammar Notes, continued

4. Numbers as quantitative adverbs:

In Japanese numbers are commonly used as quantitative adverbs. Since numbers represent quantity, no particle is used after them when used adverbially. The usual position of numbers in sentences is immediately in front of verbs.

HAKO GA HITOTSU ARIMASU.

"There is one box."

ISU GA YOTTSU ARIMASU.

"There are four chairs."

5. Numerals of Series I:

There are two major sets of numerals up to ten in Japanese. One of them is borrowed from the Chinese language (numerals of series II) and the other is native (Numerals of Series I). This native set is as follows:

Numerals of Series I

HITOTSU - 1 MUTTSU - 6

FUTATSU - 2 NANATSU - 7

MITTSU - 3 YATTSU - 8

YOTTSU - 4 KOKONOTSU - 9

ITSUTSU - 5 TOO - 10

Lesson 10

F. Grammar Notes, continued

The numerals borrowed from the Chinese language (numerals of Series II) will be explained later, as they are introduced later in the course.

6. { a. DEMO -- DEMO ARIMASEN.
 { b. NIMO--NIMO ARIMASEN.
 a. DEMO--DEMO ARIMASEN.

When used after each of two or more substantives which are the predicates of a sentence ending in a negative predicate, the MO expresses the meaning of '-- is neither-- nor --.'

In the following examples, if sentences (1) and (2) are combined, sentence (3) will result.

Examples:

(1) KORE WA HON DEWA ARIMASEN.

"This is not a book."

(2) KORE WA ENPITSU DEWA ARIMASEN.

"This is not a pencil."

(3) KORE WA HON DEMO ENPITSU DEMO ARIMASEN.

"This is neither a book nor a pencil."

F. Grammar Lesson 10 continued

F. Grammar Notes, continued

b. NIMO--NIMO ARIMASEN

When used after each of two or more place nouns plus NI which are the predicates of a sentence ending in a negative predicate, the NIMO expresses the meaning of 'neither in (on) -- nor in (on) --.' In the following examples, if sentences (1) and (2) are combined, sentence (3) will result.

Examples:

(1) ENPITSU WA HAKO NO NAKA NIWA ARIMASEN.

"The pencil is not in the box."

(2) ENPITSU WA HAKO NO SHITA NIWA ARIMASEN.

"The pencil is not under the box."

(3) ENPITSU WA HAKO NO NAKA NIMO SHITA NIMO ARIMASEN.

"The pencil is neither in the box nor under the box."

Lesson 10

G. Exercises in Writing System

Romaji and Hiragana	Katakana and Stroke Order	Romaji and Hiragana	Katakana and Stroke Order
MA ま	AW 1 2 ↗	YA や	W 1 2 ↗
MI み	I 1 2 ↘ 3 ↖	I い	II 1 ↗
MU む	U 1 ↗	YU ゆ	UU 1 ↗
ME め	E 1 ↗	E え	EE 1 ↗
MO も	O 1 2 3 ↗	YO よ	OO 1 2 3 ↗

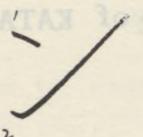
Lesson 10

G. Exercises in Writing System, continued

Romaji and Hiragana	Katakana and Stroke Order	Romaji and Hiragana	Katakana and Stroke Order
RA ら	一 ラ	WA わ	ワ
RI り	'ij	I	
RU る	ij	U	
RE れ	i	E	
RO ろ	12 ロ	O	ヲ

Lesson 10

G. Exercise in Writing System, continued

Romaji and Hiragana	Katakana and Stroke Order	Romaji and Hiragana	Katakana and Stroke Order
N 名	SHI 		
ん 名は	SGH 		

Place adverbs: シテ (here), シテ (there), ミテ (over there), ミテ (over there)

Front: マジ (near), ウヂ (back, behind, rear)

Right: ミテ (right)

Left: ヒタリ (left)

Place pronouns:

ここ: ココ (here)

そこ: ソコ (there)

あそこ: アソコ (over there)

あず: アズコ (over there)

Numerals (See Grammar Notes):

一: イチ: HITOTSU (one)

二: ニ: FUTATSU (two)

三: サン: MITTSU (three)

四: ヨン: YOTTSU (four)

五: ゴ: PITSUTSU (five)

Lesson 10

H. Homework Assignment

1. Listen to the tape and practice pronunciation.
2. Memorize the Dialogue.
3. Read the Grammar Notes.
4. Practice reading and writing of KATAKANA.

Lesson 10

I. Word List

1. Nouns

へや	HEYA	room
し	SHI	city
しゅう	SHUU	state

2. Place nouns

そば	SOBA	vicinity
まえ	MAE	front
うしろ	USHIRO	back, behind, rear
みぎ	MIGI	right
ひだり	HIDARI	left

3. Place pronouns

ここ	KOKO	here
そこ	SOKO	there
あそこ	ASOKO	over there
あすこ	ASUKO	over there

4. Numerals (See Grammar Notes)

ひとつ	HITOTSU	one
ふたつ	FUTATSU	two
みつ	MITTSU	three
よつ	YOTTSU	four
いつつ	ITSUTSU	five

Lesson 10

I. Word List, continued

1. もつ	MUTTSU	six
2. ななつ	NANATSU	seven
3. やつ	YATTSU	eight
4. ここのつ	KOKONOTSU	nine
とお	TOO	ten

5. Functional expressions

---で"t---で"t ありません	DEMO--DEMO ARIMASEN	neither--nor (See Gram. Notes)
--にも--にも ありません	NIMO--NIMO ARIMASEN	neither--nor-- (See Gram. Notes)
かぞえてください。	KAZOETE KUDASAI	Please count.
いくつ	IKUTSU	How many?

one	HITOTSU	1
two	HUTATSU	2
three	HITTSU	3
four	YOTTSU	4
five	ISTSU	5

Lesson 11

Objectives

Materials

I. Grammar:

1. NO-adjectives to express the quality or appearance
2. Particle YA
3. NA-adjectives
4. Pronoun NO
5. AMARI--N

CHAIRO NO,
MOMOIRO NO, etc.

HON YA KAMI GA ARIMASU.

KIREI NA HANA.
KONO HANA WA KIREI DESU.

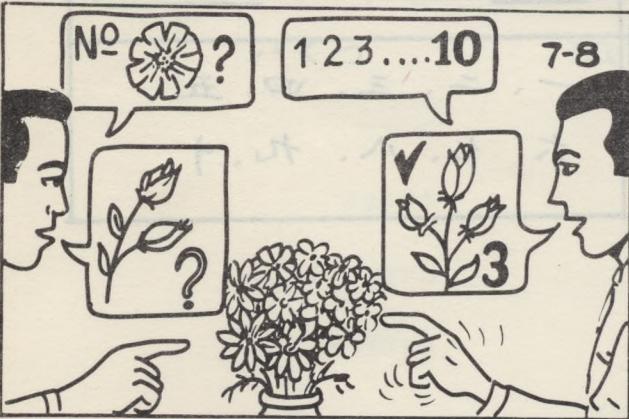
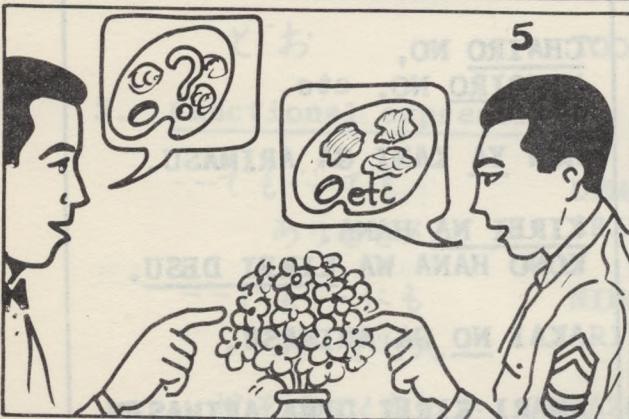
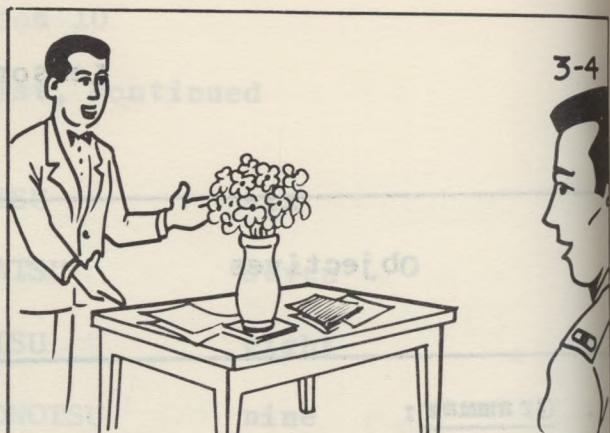
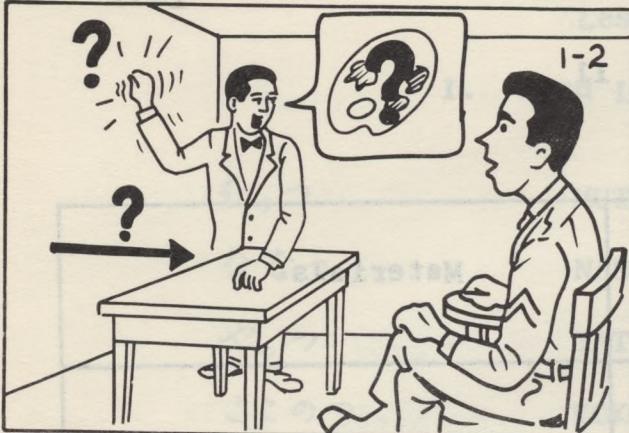
AKAI NO GA ARIMASU.

AMARI KIREI DEWA ARIMASEN.

II. Writing System:

Introduction of Kanji

一、二、三、四、五、
六、七、八、九、十



Lesson 11

A. Dialogue

1. A: このカベは どんないうですか。

B: そのカベは ねずみいうです。

2. A: このねずみいの カベのまえに なにが
ありますか。

B: テーブルが あります。

3. A: このちやいの テーブルのうえに どんないものが
ありますか。

B: かびんや いがみが あります。

4. A: かびんのなかに なにが ありますか。

B: かびんのなかに はなが たくさんあります。

5. A: どんないの はなが ありますか。

B: あかいはなや きいろいはなや ももいの
はなが あります。

6. A: ちやいのも ありますか。

B: いいえ、ちやいのは ありません。

7. A: ももいのが いくつ ありますか。

B: ももいのが 一つ、二つ、三つ、四つ、五つ、
六つ、七つ、八つ、九つ、十。 十あります。

Lesson 11

A. Dialogue, continued

8. A: つぼみも ありますね。

B: ええ、 つぼみが 三つ あります。

9. A: この むらさきのは なんの はなですか。

B: それは きくのはなです。

10. A: きくのはなは きれいですね。

B: ええ、 とても きれいです。

11. A: この きれいなのは なんの はなですか。

B: それは もものはなです。

12. A: この はなは あまり きれいでは ありませんか。

B: ええ、 あまり きれいでは ありません。

Lesson 11

B. Dialogue Translation

1. A: What sort of color is this wall?
B: That wall is gray.
2. A: What is there in front of this gray wall?
B: There is a table.
3. A: What sort of things is on top of this brown table?
B: There are a flower vase and color papers.
4. A: What is there in the vase?
B: There are many flowers in the vase.
5. A: What color flowers are there?
B: There are red flowers, yellow flowers, pink flowers, and others.
6. A: Are there brown ones, too?
B: No, there are no brown ones.
7. A: How many pink ones are there?
B: There are one, two, three, four, five, six, seven, eight, nine, ten--ten pink ones.

Lesson 11

B. Dialogue Translation, continued

8. A: There are buds, too, aren't there?

B: Yes, there are three buds.

9. A: What flower is this purple one?

B: That is a chrysanthemum.

10. A: The chrysanthemum flower is pretty, isn't it?

B: Yes, it's very pretty.

11. A: What flower is this pretty one?

B: That's a peach blossom.

12. A: This flower is not too pretty, is it?

B: No, it's not so pretty.

Lesson 11

C. Dialogue Adjunct

<u>Nouns</u>	<u>Color</u>
この いろがみ オレンヂ もも かびん さくらのはな きくのはな ももののはな	は ももいろ ちやいろ オレンヂいろ みどり(いろ) むらさき(いろ)

Lesson 11

D. Pattern Drill

Pattern 1:

これは ねずみいろの かべです。

a. Examples:

- (1) これは ちやいろの テーブルです。
- (2) これは ももいろのはなです。
- (3) これは ねずみいろの ぼうしです。
- (4) これは オレンジいろのかみです。
- (5) これは みどりいろの えんぴつです。
- (6) これは むらさきいろのはなです。

b. For question and response:

- (1) A: これは ももいろのはなですか。
B: いいえ、それは ももいろのはなではありません。
A: では、これは どんないいろのはなですか。
B: それは むらさきいろのはなです。
- (2) A: さくらのはなは オレンジいろですか。
B: いいえ、さくらのはなは オレンジいろではありません。 ももいろです。
- (3) A: このかべは どんないいろですか。
B: そのかべは ねずみいろです。

Lesson 11

D. Pattern Drill, continued

Pattern 2:これは きれいな はなです。a. Examples:

- (1) これは きれいな えです。
- (2) それは きれいな えでは ありません。
- (3) このはなは きれいです。
- (4) あのはなは きれいでは ありません。

b. For question and response:

- (1) A: この きくのはなは きれいですね。
B: ええ、とても きれいです。
- (2) A: この いろがみは きれいですか。
B: いいえ、その いろがみは あまり
きれいでは ありません。
- (3) A: これは きれいな カびんですね。
B: ええ、それは とても きれいな カびん
です。

Lesson 11

D. Pattern Drill, continued

Pattern 3:

A: あかいのが 三つ あります。

B: ももいろのが たくさん あります。

C: きれいなのが たなかさんのが おくさんです。

a. Examples:

(1) あおいのは おおきいです。

(2) あかいのと くろいのが あります。

(3) ももいろのと むらさきのが あります。

(4) ちいさいのは たなかさんです。

(5) きれいなのは ありません。

(6) わるいのは あなたです。

b. For question and response:

(1) A: カびんのなかに あかいはなが ありますか。

B: いいえ、 あかいのは ありません。

(2) A: あかいえんぴつは あなたのですか。

B: いいえ、 ちやいろのが わたくしのです。

(3) A: きれいなはなが たくさん ありますか。

B: いいえ、 きれいなのは あまり ありません。

Lesson 11

D. Pattern Drill, continued

Pattern 4:

あかいはな や あおいはな が あります。

a. Examples:

- (1) つくえのうえに ほんや えんぴつ が あります。
- (2) おおきいはこ や ちいさいはこ が あります。
- (3) たむらさん や パーカーさんは セいとです。
- (4) むらさきの や ももいろの や ちゃいろの が あります。
- (5) ももいろの や みどりのは きれいです。

b. For question and response:

(1) A: つくえのうえに なに が ありますか。

B: かみや はこ が あります。

(2) A: かびんのなかに どんないうのはなか ありますか。

B: あかいの や きいろいの が あります。

(3) A: はこのなかに えんぴつ が たくさん ありますか。

B: ええ、あかいの や あおいの や きいろいの が あります。

Lesson 11

D. Pattern Drill, continued

Pattern 5:

A: このはなは あまりきれいでではありません。

B: たもうさんは あまりおおきくはありません。

a. Examples:

(1) このいとは あまり ながくは アリません。

(2) このほんは あまり あつくは アリません。

(3) このいろがみは あまり きれいで アリません。

(4) このえんぴつは あまり みじかくは アリません。

(5) このざっしは あまり うすくは アリません。

b. For question and response:

(1) A: たなかさんは ちいさいですか。

B: いいえ、あまり ちいさくは アリません。

(2) A: ももは あかいですか。

B: いいえ、ももは あまり あかくは アリません。 きいろいです。

(3) A: この きょうかしょは あついですか。

B: いいえ、あまり あつくは アリません。

Lesson 11

E. Translation, Pattern Drill

Pattern 1: A: There is a gray wall. B:

This is a gray wall.

a. Examples:

- (1) This is a brown table.
- (2) This is a pink flower.
- (3) This is a gray hat.
- (4) This is an orange color paper.
- (5) This is a green pencil.
- (6) This is a purple flower.

b. For question and response:

(1) A: Is this a pink flower?

B: No, that's not a pink flower.

A: Then, what color flower is this?

B: That's a purple flower.

(2) A: Are cherry blossoms orange color?

B: No, cherry blossoms are not orange color.

They are pink.

B: No, there are not so many pretty ones.

Les on 11

E. Translation, Pattern Drill, continued

(3) A: What sort of color is this wall?

B: That wall is gray.

Pattern 2:

This is a pretty flower.

a. Examples:

(1) This is a pretty picture.

(2) That's not a pretty picture.

(3) This flower is pretty.

(4) That flower over there is not pretty.

b. For question and response:

(1) A: This chrysanthemum is pretty, isn't it?

B: Yes, it's very pretty.

(2) A: Is this color paper pretty?

B: No, that color paper is not so pretty.

(3) A: This is a pretty flower vase, isn't it?

B: Yes, that's a very pretty flower vase.

Lesson 11

E. Translation, Pattern Drill, continued

Pattern 3:

(3) At Are there many pencils in the box?
A: There are three red ones.
B: There are many pink ones.
C. The pretty one is Mrs. Tanaka.

a. Examples:

(1) The blue one is large.
(2) There are a red one and a black one.
(3) There are a pink one and a purple one.
(4) The small one is Mr. Tanaka.
(5) There is no pretty one.
(6) The bad one is you.

b. For question and response:

(1) A: Is there a red flower in the flower vase?
B: No, there is no red one.
(2) A: Is the red pencil yours?
B: No, the brown one is mine.
(3) A: Are there many pretty flowers?
B: No, there are not so many pretty ones.

Lesson 11

E. Translation, Pattern Drill, continued

Pattern 4:

There are red flowers and blue flowers among others.

a. Examples:

(1) There are books and pencils among other things on the desk.

(2) There are large boxes and small boxes among other things.

(3) Mr. Tamura and Mr. Parker among others are students.

(4) There are purple ones, pink ones, brown ones among others.

(2) Pink ones and green ones among others are pretty.

b. For question and response:

(1) A: What's there on the desk?

B: There are papers and boxes among others.

(2) A: What color flowers are there in the flower vase?

B: There are red ones and yellow ones among others.

Lesson 11

E. Translation, Pattern Drill, continued

(3) A: Are there many pencils in the box?

B: Yes, there are red ones, blue ones, and
 yellow ones among others.

Pattern 5:A. This flower is not too pretty.B. Mr. Tamura is not too big.a. Examples:

(1) This string is not too long.

(2) This book is not too thick.

(3) This color paper is not too pretty.

(4) This pencil is not too short.

(5) This magazine is not too thin.

b. For question and response:

(1) A: Is Mr. Tanaka small?

B: No, he is not too small.

(2) A: Are peaches red?

B: No, peaches are not too red. They are
 yellow.

Lesson 11

E. Translation, Pattern Drill, continued

Pattern 4: (3) A: Is this textbook thick?

B: No, it is not too thick.

R. Examples

(1) There are books and pencils among other

things on the desk.

(2) There are large boxes and small boxes
among other things.

(3) Mr. Tandre and Mr. Parker among others
stayed out late at night and (1)

(4) There are purple ones, pink ones, brown
ones, green ones, etc. among others. (5)

(2) Pictures and green trees among others are
painted out for us at exhibition and (2)

b. For question and response and description and expression

(1) A: What is there on the desk? (1)

B: There are papers and boxes among others.

(2) A: What colors are there in the

box? (2) B: Not because they are, but the

B: There are red ones and yellow ones among
others.

Lesson 11

F. Grammar Notes

1. NO-adjectives to express the quality or appearance of the noun that follows it.

NEZUMIIRO NO KABE a gray wall

CHAIRO NO TSUKUE a brown desk

MOMOIRO NO KAMI a pink paper

MIDORI NO KABE a green wall

MURASAKI NO HANA a purple flower

ORENJIIRO NO HANA an orange color flower

In Japanese, words used to express the five basic colors--red, blue, yellow, black, and white--are I-adjectives but the other colors are nouns.

I-adjectives	Nouns
AKAI red	MIDORI green
AOI blue	MURASAKI purple
KUROI black	CHAIRO brown
SHIROI white	MOMOIRO pink
KIIROI yellow	NEZUMIIRO gray

Japanese nouns do not inflect but Japanese I-adjectives do. Compare the following examples:

KONO HANA WA KIREI DEMA NEINASERU.

"This flower is not pretty."

Lesson 11

F. Grammar Notes, continued

Noun CHAIROKORE WA CHAIRO DESU.

"This is brown."

KORE WA CHAIRO NO HAKO DESU. KORE WA SHIROI HAKO DESU.

"This is a brown box."

I-adjective SHIROIKORE WA SHIROI DESU.

"This is white."

KORE WA CHAIRO DEWA ARIMASEN. KORE WA SHIROKU WA ARIMASEN.

"This is not brown."

"This is not white."

2. Particle YA

The particle YA indicates that the substantives to which it is attached are in a series of substantives, not all named, and means '---and---among others' or '---,--- and others.' As in the case of the conjunctive particle TO, the particle YA is used only between substantives and not between adjectives and verbs. The particle YA, however, is not used after the last substantive named.

KAMI TO ENPITSU TO HON GA ARIMASU.

"There are a sheet of paper and a pencil and a book."

Lesson 11

F. Grammar Notes, continued

KAMI YA ENPITSU GA ARIMASU.

"There are a sheet of paper and a pencil among
other things."

3. NA-adjective

The word KIREI is an abstract noun and is called
the root of the NA-adjective.

One of the functions of the NA-adjectives is to
modify the noun that follows them. Note that NA instead
of NO is placed before the noun to be modified. The NA-
adjectives inflect, but the NO-adjectives do not. The
inflection of the NA-adjectives will be explained later in
the course. The function of NA-adjectives is the same as
that of I-adjectives, that is:

KORE WA KIREI NA HANA DESU.

"This is a pretty flower."

KONO HANA WA KIREI DESU.

"This flower is pretty."

KONO HANA WA KIREI DEWA ARIMASEN.

"This flower is not pretty."

Lesson 11

F. Grammar Notes, continued

4. Pronoun NO 'one(s)'

a. The particle NO is often used as a pronoun to substitute for something or someone whose specific identity is known from the context. In other words, it follows a modifier and serves to nominalize it. For example:

AKAI NO 'red one'

OOKII NO 'big one'

KIREI NA NO 'pretty one'

b. At times the NO-adjective, like MOMOIRO NO, is used in place of MOMOIRO NO MONO or MOMOIRO NO NO. In other words, the NO-adjective has a notion of 'thing' or 'person' in itself.

Examples:

CHAIRO NO 'brown one'

MIDORI NO 'green one'

MURASAKI NO 'purple one'

c. The possessive pronoun WATAKUSHI NO is used as a substitute for WATAKUSHI NO MONO or WATAKUSHI NO NO. The following list shows short possessive case forms of some pronouns.

Lesson 11

F. Grammar Notes, continued

WATAKUSHI NO 'mine'

ANATA NO 'yours'

ANOKATA NO 'his (hers)'

WATAKUSHI DOMO NO 'ours'

KARE NO 'his'

5. AMARI or AMMARI

The word AMARI or AMMARI is an adverb of degree.

Followed by negative adjectives or verbs, it expresses the meaning of 'excessively,' 'not very (much),' 'not so (much),' or 'not too (many).'

AMMARI CHIISAKU WA ARIMASEN.

"It is not too small."

AMMARI KIREI DEWA ARIMASEN.

"It is not too pretty."

AKAI NO WA AMARI ARIMASEN.

"There aren't too many red ones."

Lesson 11

G. Exercise in Writing System

1. Introduction to KANJI

a. KANJI:

The Japanese language is usually printed or written in two types of characters. You have already learned the simpler type of character known as KANA in two forms, HIRAGANA and KATAKANA. The KANA are phonetic in value and represent syllabic sounds as opposed to words or meanings. The more complicated type of characters is known as KANJI. These are borrowed with very little variation from the script of the Chinese language, or in a small proportion of cases, are formed according to the patterns found in the Chinese script. The KANJI are meaningful and serve generally to represent the principal words, word-roots, and word-elements. They express, wholly or in part, the nouns, pronouns, numbers, and the roots of adjectives, verbs, and adverbs. In a typical text, the HIRAGANA and/or the KATAKANA are used with the KANJI and represent the syllables which compose particles, endings of verbs and adjectives, and inflected suffixes.

b. RADICALS:

The KANJI are conventionally divided into 214 radicals. The simplest radicals contain only one stroke,

Lesson 11

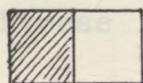
G. Exercise in Writing System, continued

the most complicated contain 17. By and large, the radicals possess meaning value and are commonly known by their names. When joined with other formative elements, the radicals form new characters.

The radicals can be classified according to their respective positions within given KANJI:

(1) HEN--left-hand side:

Those radicals that are located on the left-hand side of KANJI are called HEN.



in 休

(2) TSUKURI--right-hand side:

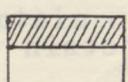
Those radicals that are found on the right-hand side of KANJI are known as TSUKURI.



ト in 外

(3) KANMURI or KASHIRA--top

Those radicals that are written at the top of KANJI are called KANMURI or KASHIRA.



宀 in 安

Lesson 11

G. Exercise in Writing System, continued

1. Introduction to KANJI

(4) TARE--top and left-hand positions:

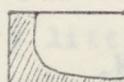
Those radicals that cover the upper and left-hand positions of KANJI are called TARE.



戸 in 居

(5) NYUU or NYOO--left-hand and bottom positions:

Those radicals that cover the left-hand and bottom positions of KANJI are known as NYUU or NYOO.



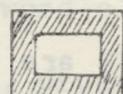
辶 in 近

(6) KAMAE--envelopes:

Those radicals that envelop two, three, or four sides of KANJI are known as KAMAE.



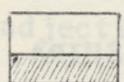
冂 in 周



匚 in 国

(7) ASHI or KUTSU--bottom:

Those radicals that are found at the bottom of KANJI are called ASHI or KUTSU.



灬 in 然

The radicals do not always retain their full forms.

In certain cases and in certain positions, they are reduced

Lesson 11

G. Exercise in Writing System, continued

in form. The KANJI are entered in KANJI dictionaries according to the radicals which indicate the general category of meanings to which the KANJI belong. The use of certain KANJI dictionaries will be explained later in the course.

c. THE PRONUNCIATION OF THE KANJI:

The KANJI readings are classified mainly into the following two types: ON and KUN.

The ON readings are derived from Chinese pronunciations and are especially common in compound words borrowed from the Chinese language or formed on the patterns of such words. Most words of this type are expressed in two characters.

The KUN readings are native in origin and are usually polysyllabic. When a KANJI is used alone or with KANA, it usually, but not always, takes one of its KUN pronunciations.

Most compounds take ON readings, but some of the common nouns, proper names, and compound verbs take KUN pronunciations. Certain combinations are read partly in ON and partly in KUN.

Lesson 11

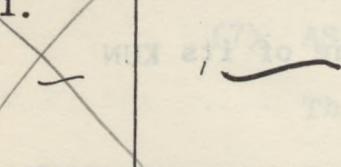
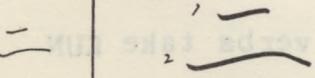
G. Exercise in Writing System, continued

d. TEXT FORMS:

Under each entry in the US/DLI texts, the KUN readings are shown in small letters and the ON readings in capital letters. The underlined pronunciations are those that are used in the lesson in which the KANJI appear. The readings given in parentheses represent the sounds of the syllables that follow the KUN readings of the Kanji concerned. The KUN and the On readings are indicated also in KATAKANA. The underlined meanings are those that are used in the lesson in which the KANJI appear.

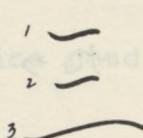
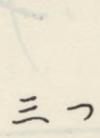
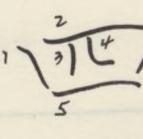
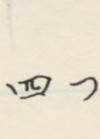
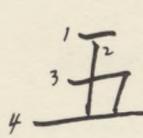
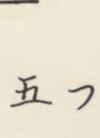
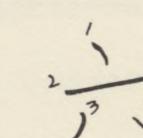
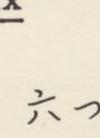
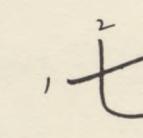
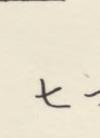
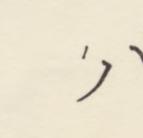
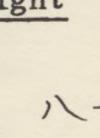
2. KANJI:

Lesson 11

KANJI	Stroke Order & Radical	Reading	Meaning
1.		<u>hito(tsu)</u>	<u>one</u> hitotsu: <u>one</u>
2.		<u>futa(tsu)</u>	<u>two</u> futatsu: <u>two</u>

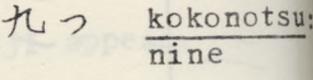
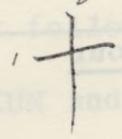
Lesson 11

G. Exercise in Writing System, continued

KANJI	Stroke Order & Radical	Reading	Meaning
3.		<u>mit</u> (tsu)	<u>three</u>  <u>mittsu:</u> three
4.		<u>yot</u> (tsu)	<u>four</u>  <u>yottsu:</u> four
5.		<u>itsu</u> (tsu)	<u>five</u>  <u>itsutsu:</u> five
6.		<u>mut</u> (tsu)	<u>six</u>  <u>muttsu:</u> six
7.		<u>nana</u> (tsu)	<u>seven</u>  <u>nanatsu:</u> seven
8.		<u>yat</u> (tsu)	<u>eight</u>  <u>yattsu:</u> eight

Lesson 11

G. Exercise in Writing System, continued

KANJI	Stroke Order & Radical	Reading	Meaning
9.		<u>kokono</u> (tsu)	<u>nine</u> 
10.		<u>too</u>	<u>ten</u>

Lesson 11

H. Homework Assignment

1. Listen to the tape and practice pronunciation.
2. Memorize the Dialogue.
3. Read the Grammar Notes.
4. Practice reading and writing of KANJI.

<u>Participle</u>	<u>Adverbs</u>
BRIDGE	MURASAKI (IRO)
PLANE	WIDORI (IRO)
BEACH	COJOL (SABER)
PAGE	TROGAMI
TIME	KABIN
BECAUSE	TSURIBOMI
CHEER	NOMO
CHERRY (FLOWERS)	SAKURA
CHIEF'S POSITION	KIKU
ORIGIN	ORINTI
MASS	TAKUSAN
VERB, JUDGEMENT	TOTOMO
(SEE Grammar Notes)	AMARI-IN

Lesson 11

I. Word List

1. Nouns

ももいろ	MOMO-IRO	pink
ちゃいろ	CHA-IRO	brown
ねずみいろ	NEZUMI-IRO	gray
オレンジいろ	ORENJI-IRO	orange color
むらさき(いろ)	MURASAKI (IRO)	purple
みどり(いろ)	MIDORI (IRO)	green
いろがみ	IROGAMI	color paper
かびん	KABIN	flower vase
つぼみ	TSUBOMI	buds
もも	MOMO	peach
さくら	SAKURA	cherry (flower)
きく	KIKU	chrysanthemum
オレンジ	ORENJI	orange

2. Adverbs

たくさん	TAKUSAN	many
とても	TOTEMO	very, indeed
あまり--ん	AMARI--N	not too (much) (See Gram. Notes)

Lesson 11

I. Word List, continued

3. NA-adjective

きれいな KIREI-NA pretty

4. Functional words

ええ EE Yes

5. Particle

や YA and---among others
(See Gram. Notes)

Lesson 12

Nouns	Materials
I. <u>Grammar:</u>	
1. Existential verb for animate subject	SEITO GA <u>IMASU.</u>
2. Numerals of Series II	ICHI, NI, SAN, SHI, GO, ROKU, SHICHI, HACHI, KU, JUU
3. Numerical counter for people	HITORI, FUTARI, etc.
4. MOO + numerals	MOO HITORI, MOO HITOTSU
5. ONE + counter + MO MASEN	HITORI MO IMASEN
6. Particle KA	either -- or
<u>II. Writing System:</u>	
Introduction of Kanji	男、女、子、人、居



No. ? COUNT...

All ? All ?

No. ? Age ? ?

No. ? No. ?

? → ?

5 ?

Lesson 12

A. Dialogue

1. A: ここに えが あります。このえに 人が
なん人居ますか。
B: 十人居ます。
2. A: かぞえてください。
B: はい、一人、二人、三人、四人、五人、六人、
七人、八人、九人、十人。
3. A: みんな おとなですか。
B: いいえ、子どもが 四人居ます。
4. A: 子どもは みんな 男の子ですか。
B: いいえ、二人は 男の子ですが、もう二人は
女の子です。
5. A: あかんぼうが いく人居ますか。
B: あかんぼうは 一人も居ません。
6. A: おおきい 男の子は いくつですか。
B: おおきいのは 九つです。
7. A: ちいさい 男の子は いくつぐらいでですか。
B: 六つか 七つです。
8. A: このえには おとなが いく人居ますか。
B: 六人居ます。

Lesson 12

A. Dialogue, continued

9. A: 男の人が なん人居ますか。
B: 男の人が 三人居ます。

10. A: としより の人が 居ますか.
B: はい、二人居ます。

11. A: では、もう一人の人は わかい人ですね。
B: ええ、そうです。

12. A: このえには 女が 五人居ますね.
B: はい、女のが 三人と 女の子が 二人
居ます。

Lesson 12

B. Dialogue Translation

1. A: Here is a picture. How many people are there in this picture?

B: There are ten people.

2. A: Please count.

B: Certainly, one, two, three, four, five, six, seven, eight, nine, ten.

3. A: Are they all adults?

B: No, there are four children.

4. A: Are the children all boys?

B: No, two are boys, but the other two are girls.

5. A: How many babies are there?

B: There is not even one baby.

6. A: What is the age of the bigger boy?

B: The bigger one is nine.

7. A: About what is the age of the smaller boy?

B: He is six or seven.

Lesson 12

B. Dialogue Translation, continued

D. Pattern Drill

8. A: How many adults are there in this picture?

B: There are six.

入ります。
六人です。

9. A: How many men are there?

B: There are three men.

入ります。
三人です。

10. A: Are there older people?

B: Yes, there are two.

二人です。

11. A: Then, the other person is a young person, isn't that right?

B: Yes, that's right.

年少の人が居ます。

12. A: There are five females in this picture, aren't there?

B: Yes, there are three women and two girls.

年少の人が居ます。
三人です。

(2) A: どうぞ こうしょに たれが 居ますか。
B: どうぞ こうしょに そよが おとが 居ます。

(3) A: どうぞ こうしょに おじいとが なん人居ますか。
B: 二人居ます。

(3) A: どうぞ こうしょに 男の人が なん人居ますか。
B: 三人居ます。

Lesson 12

C. Dialogue Adjunct

1.

男	か	六人	居ます
男の人		四人	
男の子		三人	
女		七人	
女人		五人	
女の子		二人	
ろうじん		一人	

2.

男の子	は	一つ	です。
女の子		二つ	
おおきい男の子		三つ	
おおきい女の子		四つ	
ちいさい男の子		五つ	
ちいさい女の子		六つ	
		七つ	
		八つ	
		九つ	
		十	

Q. About what is the age of the smaller boy?

A: He is six or seven.

Lesson 12

D. pattern Drill

pattern 1:

A: センセイ か "居ます。

B: ここに 男の子が 居ます。

a. Examples:

(1) 女の子が 居ます。

(2) たなかさんか 居ます。

(3) あそこに 子どもか 居ます。

(4) この きょうしつに セいとか 居ます。

(5) この きょうしつに セいとか 七人居ます。

(6) この えに 人が 十人居ます。

b. For question and response:

(1) A: あそこに だれか 居ますか。

B: あそこに やまださんか 居ます。

(2) A: この きょうしつに セいとか なん人居ますか。

B: 六人居ます。

(3) A: この えに 男の人か なん人居ますか。

B: 三人居ます。

Lesson 12

D. Pattern Drill, continued

Pattern 2:

もう一人は 女の子です。

a. Examples:

- (1) もう一人は 男の子です。
- (2) もう二人は しょうこうです。
- (3) もう一人は せんせいです。
- (4) もう一つは あかいはなです。
- (5) もう一つは わたくしのです。

b. For question and response:

- (1) A: この人たちとは みんな せいとですか。
B: いいえ、六人は せいとで、もう一人は せんせいです。
- (2) A: この人たちとは みんな おとなですか。
B: いいえ、三人は おとなですか、もう一人は 子どもです。
- (3) A: これは みんな あなたのですか。
B: いいえ、三つは わたくしのですか、もう一つは おもさんのです。

Lesson 12

D. Pattern Drill, continued

Pattern 3:

A. ここに セいとは 一人も 居ません。

B. あかいはなは 一つも ありません。

a. Examples:

(1) 子どもは 一人も居ません。

(2) しょうこうは 一人も居ません。

(3) 女の セいとは 一人も居ません。

(4) はこは 一つも ありません。

(5) いすは 一つも ありません。

b. For question and response:

(1) A: 女の子が たくさん居ますか。

B: いいえ、女のは 一人も居ません。

(2) A: この きょうしつに しょうこうが 居ますか。

B: いいえ、 しょうこうは 一人も 居ません。

B: みんな かしかんです。

(3) A: かびんのなかに しろいはなが たくさん
ありますか。

B: いいえ、 しろいはなは 一つも
ありません。

Lesson 12

D. Pattern Drill, continued

Pattern 4:

A. 男の子は いくつですか。

B. 男の子は 三つです。

a. Examples:

(1) あの子どもは いくつですか。 (1)

(2) 女の子は 七つです。 (2)

(3) あのかたは おいくつですか。 (3)

(4) 男の子は 八つです。 (4)

b. For question and response:

(1) A: おおきい男の子は いくつぐらいでですか。

B: おおきい男の子は 八つぐらいでです。

(2) A: ちいさい男の子は いくつぐらいでですか。

B: ちいさい男の子は 四つぐらいでです。

(3) A: 女の子は いくつですか。

B: 女の子は 六つです。

Lesson 12

D. Pattern Drill, continued

Pattern 5:

あの子どもは 六つ か 七つです。

a. Examples:

- (1) 男の子は 四つ か 五つです。
- (2) このはこのなかに けい“むが” 一つ か 二つあります。
- (3) あのぐんじんは いっとうへい か にとうへいです。
- (4) あのかたは スミスさん か ブラウンさんです。
- (5) ほんは つくえのうえ か なかにあります。

b. For question and response:

(1) A: ちいさい男の子は いくつぐらいですか。

B: 四つ か 五つぐらいです。

(2) A: あのかたの かいきゅうは なんですか。

B: ぐんそう か ごちょうです。

(3) A: はくほくは どこにありますか。

B: つくえのうえ か なかにあります。

Lesson 12

E. Translation, Pattern Drill

Pattern 1:

A. There is a teacher.

B. There is a boy here.

a. Examples:

(1) There is a girl.

(2) There is Mr. Tanaka.

(3) There is a child over there.

(4) There are students in this classroom.

(5) There are seven students in this classroom.

(6) There are ten people in this picture.

b. For question and response:

(1) A: Who is over there?

B: There is Mr. Yamada over there.

(2) A: How many students are there in this
classroom?

B: There are six.

(3) A: How many men are there in this picture?

B: There are three.

Lesson 12

E. Translation, Pattern Drill, continued

Pattern 2:A. The other one is a girl.B. The boy is the only one who has a flower.a. Examples:

- (1) The other one is a boy.
- (2) The other two are officers.
- (3) The other one is a teacher.
- (4) The other one is a red flower.
- (5) The other one is mine.

b. For question and response:

(1) A: Are these people all students?

B: No, six are students and the other one is
a teacher.

(2) A: Are these people all adults?

B: No, three are adults, but the other one is
a child.

(3) A: Are these all yours?

B: No, three are mine, but the other one is
Mr. Tamura's.

Lesson 12

E. Translation, Pattern Drill, continued

Pattern 3:

- A. There is not even one student here.
- B. There is not even one red flower.

a. Examples:

- (1) There is not even one child.
- (2) There is not even one officer.
- (3) There is not even one female student.
- (4) There is not even one box.
- (5) There is not even one chair.

b. For question and response:

- (1) A: Are there many girls?
B: No, there is not even one girl.
- (2) A: Are there officers in this classroom?
B: No, there is not even one officer. They
are all NCO's.
- (3) A: Are there many white flowers in the flower
vase?
B: No, there is not even one white flower.

Lesson 12

E. Translation, Pattern Drill, continued

Pattern 4: Present verb for animate subject (IMAS)A. How old is the boy?B. The boy is three years old.a. Examples:

(1) How old is that child?

(2) The girl is seven years old.

(3) How old is he (she)?

(4) The boy is eight years old.

b. For question and response:

(1) A: About how old is the bigger boy?

B: The bigger boy is about eight.

(2) A: About how old is the smaller boy?

B: The smaller boy is about four.

(3) A: How old is the girl?

B: The girl is six.

Lesson 12

E. Translation, Pattern Drill, continued

Pattern 5:

A. That child is either six or seven years old.

a. Examples:

(1) The boy is either four or five years old.

(2) In the box there are either one or two erasers.

(3) That soldier is either Private 2 or Private 1.

(4) That person over there is either Mr. Smith or

Mr. Brown.

(5) The book is either on or in the desk.

b. For question and response:

(1) A: About how old is the smaller boy?

B: He is about either four or five.

(2) A: What is his (that person over there)

rank?

B: He is either sergeant or corporal.

(3) A: Where is the chalk?

B: It is either on or in the desk.

B: No, there is not even one white flower.

Lesson 12

F. Grammar Notes

1. Existential verb for animate subject (IMASU)

Existential verb ARIMASU for inanimate subjects was introduced in Lesson 6. The word IMASU is also an existential verb, and it is used normally when the subject is animate or living (a person or animal). The notes with regard to the particle NI, GA, and WA are also applicable to existential sentences with the verb IMASU. IMASEN is the negative form of IMASU.

Examples:

KOKO NI ONNA NO KO GA IMASU.

"Here is a girl."

SENSEI GA GONIN IMASU.

"There are five teachers."

AKANBOO WA IMASEN.

"There is no baby."

2. Numerals of Series II

Numerals of Series I, which are the native way of counting, have already been introduced in Lesson 10.

Numerals of Series II, which are the sets of numerals

Lesson 12

F. Grammar Notes, continued

borrowed from the Chinese language, are as follows:

ICHI	1	ROKU	6
NI	2	SHICHI or NANA	7
SAN	3	HACHI	8
SHI or YON	4	KU or KYUU	9
GO	5	JUU	10

3. Counting people and their ages

a. The counter for people has two forms, -ri for '1' and '2' and -nin for higher numerals. -ri combines with the numerals of Series I and -nin with the numerals of Series II. Thus:

HITO-RI	one person
FUTA-RI	two people
SAN-NIN	three "
* YO-NIN	four "
GO-NIN	five "
ROKU-NIN	six "
SHICHI-NIN	seven "
HACHI-NIN	eight "
KU-NIN	nine "

Lesson 12

F. Grammar Notes, continued

JUU-NIN ~~SURU NO~~ ten people

NAN-NIN ~~WAKU~~ how many people?

IKU-NIN ~~WAKU~~ how many people?

* Note that 'four people' is YO-NIN instead of SHI-NIN or YON-NIN.

b. The numbers used in counting people's ages are identical with those used in counting objects (HITO-TSU, FUTA-TSU, MIT-TSU, etc.) except for the special word HATACHI, '20 years old.'

4. MOO + numerals

MOO, meaning 'more,' is placed immediately in front of numerals and gives the meaning of 'the other ---,' or '---more.' In this lesson MOO plus numerals is used as the subject of a sentence.

MOO HITORI WA SENSEI DESU.

"The other one is a teacher" or "One more is a teacher."

MOO FUTARI WA OTOKO-NO-KO DESU.

"The other two are boys" or "Two more are boys."

MOO HITOTSU WA OOKII DESU.

"The other one is large" or "One more is large."

Lesson 12

F. Grammar Notes, continued

5. ONE + counter + MO--MASEN

Words such as NIN (人) are called counters. The pattern (one + counter + MO MASSEN) means "there is not even one ---." Note there that MO means 'even' and that the pattern ends in negation.

Examples:

ONNA NO SEITO WA HITORI MO IMASEN.

"There is not even one female student."

KI NO HAKO WA HITOTSU MO ARIMASEN.

"There is not even one wooden box."

6. Particle KA, 'either -- or'

Placed between two substantives (nouns and pronouns), the particle KA means 'either -- or ---.'

Examples:

HAKO NO NAKA NI PEN KA ENPITSU GA ARIMASU.

"There are either pens or pencils in the box."

ANO KATA WA TANAKA-SAN KA YOSHIDA-SAN DESU.

"He is either Mr. Tanaka or Mr. Yoshida."

Lesson 12

F. Grammar Notes, continued

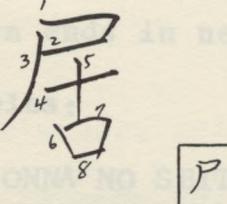
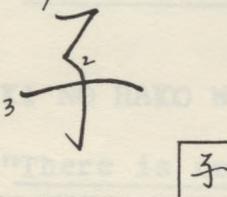
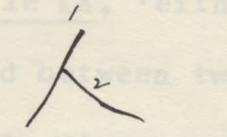
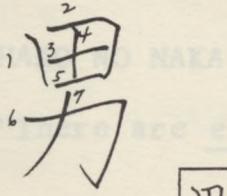
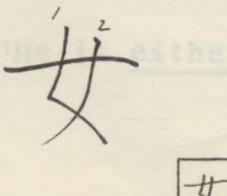
HON WA TSUKUE NO UE KA NAKA NI ARIMASU.

"The book is either on or in the desk."

Lesson 12

G. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
11 居		i(ru)	<u>to be</u> , <u>to be present</u> 居ます imasu: <u>to be</u>
12 子		ko	<u>child</u> 子ども kodomo: <u>child</u>
13 人		hito NIN	<u>person</u> , <u>man</u> , <u>people</u> 一人 hitori: 1 person 二人 futari: 2 people 三人 sannin: 3 people
14 男		otoko	<u>male</u> , <u>man</u> 男の子 otoko-no-ko boy 男の人 otoko no hito man
15 女		onna	<u>woman</u> , <u>female</u> 女の子 onna-no-ko girl 女の� onna-no-hito woman

Lesson 12

G. Exercises in Writing System, continued

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
三	See Kanji #3 Lesson 11	<u>SAN</u>	<u>three</u> 三人 <u>sannin:</u> three people
四	See Kanji #4 Lesson 11	<u>SHI</u> <u>YON</u> <u>YO</u>	<u>four</u> 四人 <u>yonin:</u> four people
五	See Kanji #5 Lesson 11	<u>GO</u>	<u>five</u> 五人 <u>gonin:</u> five people
六	See Kanji #6 Lesson 11	<u>ROKU</u>	<u>six</u> 六人 <u>rokunin:</u> six people
七	See Kanji #7 Lesson 11	<u>SHICHI</u> <u>NANA</u>	<u>seven</u> 七人 <u>shichinin:</u> seven people

Lesson 12

G. Exercises in Writing System, continued

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
八	See Kanji #8 Lesson 11	<u>HACHI</u>	<u>eight</u> 八人 <u>hachinin:</u> eight people
九	See Kanji #9 Lesson 11	<u>KU</u> <u>KYUU</u>	<u>nine</u> 九人 <u>kunin,</u> <u>kyunin:</u> nine people
十	See Kanji #10 Lesson 11	<u>JUU</u>	<u>ten</u> 十人 <u>juunin:</u> ten people

Lesson 12

H. Homework Assignment

1. Listen to the tape and practice pronunciation.
2. Memorize the Dialogue.
3. Read the Grammar Notes.
4. Practice reading and writing of KANJI.

Lesson 12

G. Exercises in the System, continued

I. Word List

1. Nouns

人	HITO	people
おとな	OTONA	adult
子ども	KODOMO	child, children
男の子	OTOKO-NO-KO	boy
女の子	ONNA-NO-KO	girl
あかんぼう	AKANBOO	baby
男	OTOKO	male
女	ONNA	female
男の人	OTOKO-NO-HITO	man
女の	ONNA-NO-HITO	woman
としより(の人)	TOSHIYORI (NO HITO)	old person
ろうじん	ROOJIN	old person
ぐらい	GURAI	about

2. Particle

か	KA	either--or-- (See Gram. Notes)
---	----	-----------------------------------

3. I-adjective

わかい	WAKAI	young
-----	-------	-------

4. Verb

居ます	IMASU	there is, there are (See Gram. Notes)
-----	-------	--

Lesson 12

I. Word List, continued

5. Adverb

みんな	MINNA	all
-----	-------	-----

6. Functional expressions

なん人	NANNIN	how many people
いく人	IKUNIN	how many people
いくつ	IKUTSU	how old (See Notes)
おいくつ	OIKUTSU	how old
もう一人	MOO HITORI	the other one (See Notes)
もう二人	MOO FUTARI	the other two (See Notes)
一人も---せん	HITORI MO -- SEN	there is not even one --- (See Notes)

7. Numerals (See Grammar Notes)

一	ICHI	one
二	NI	two
三	SAN	three
四	SHI	four
五	GO	five
六	ROKU	six
七	SHICHI	seven
八	HACHI	eight

Lesson 12

I. Word List, continued

1. Numeral

九	KU or KYUU	nine
十	JUU	ten
一人	HITORI	one person
二人	FUTARI	2 people
三人	SANNIN	3 "
四人	YONIN	4 "
五人	GONIN	5 "
六人	ROKUNIN	6 "
七人	SHICHININ	7 "
八人	HACHININ	8 "
九人	KUNIN	9 "
十人	JUUNIN	10 "

2. Particle

の	NO	the
か	KA	either--or-- or (See Gram. Notes)

3. I-subjective

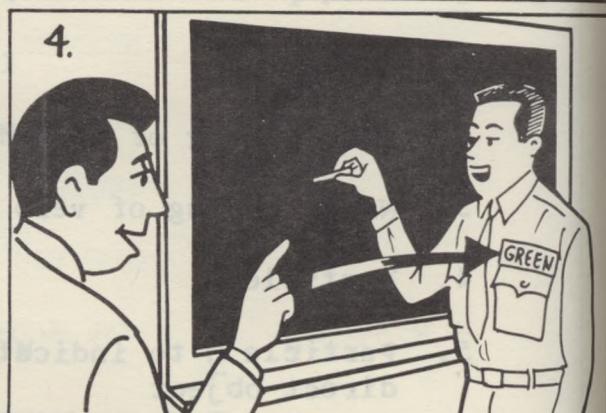
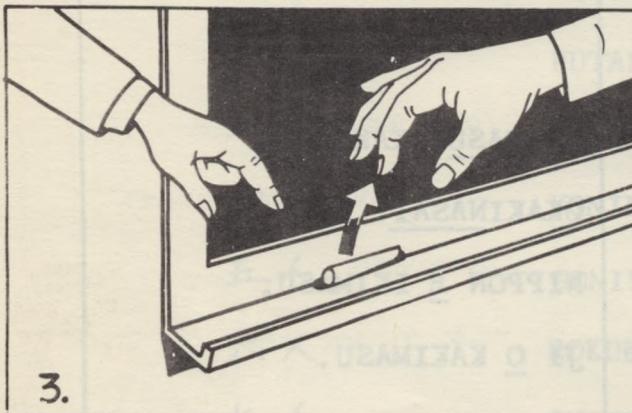
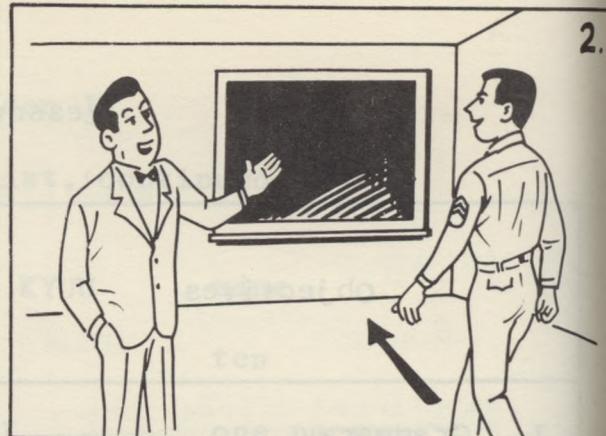
わ	WA	go
わ	WA	young

4. Verb

居る	IRU	SHINGI
居る	IRU	there is, there are (See Gram. Notes)

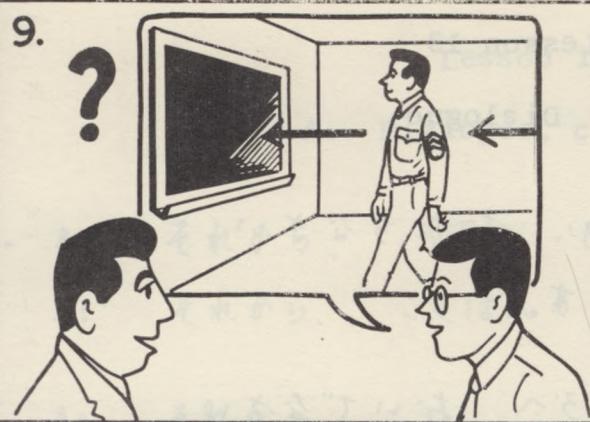
Lesson 13

Objectives	Materials
<p>I. <u>Grammar:</u></p> <ol style="list-style-type: none"> 1. verbs 2. MASU ending of verbs 3. NASAI ending of verb 4. Particle <u>E</u> 5. Particle <u>O</u> to indicate direct object 6. polite past tense of verbs 	<p><u>IKIMASU</u>, <u>KAKIMASU</u></p> <p><u>OKAKINASAI</u></p> <p><u>NIPPON E IKIMASU.</u></p> <p><u>JI O KAKIMASU.</u></p> <p><u>IKIMASHITA</u></p>
<p>II. <u>Writing System:</u></p> <p>Introduction of Kanji</p>	私、何、本、来、行



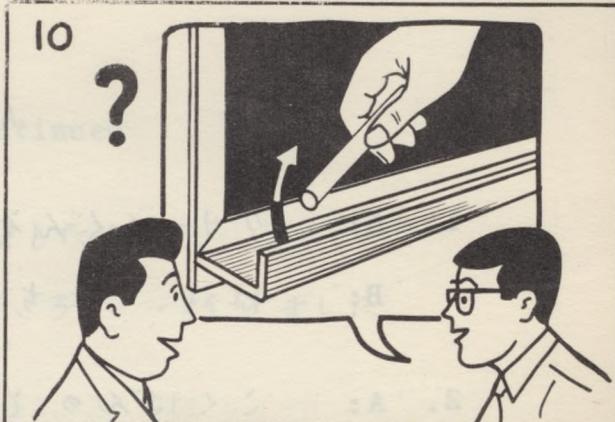
9.

?



10.

?



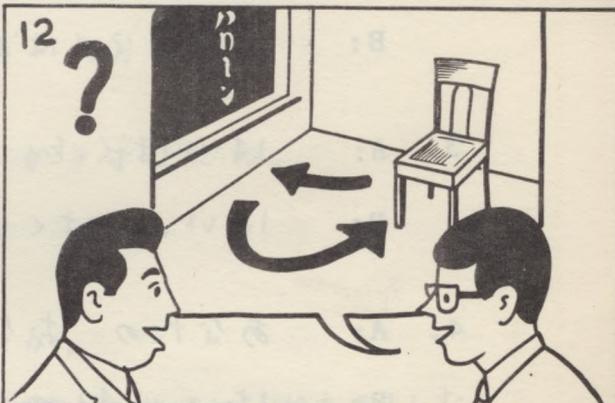
11.

グリード



12.

?



13.

?

14

?



Lesson 13

A. Dialogue

1. A: グリーンぐんそう、 おたちなさい。

B: はい、 たちます。

2. A: こくばんの ところへ おいでなさい。

B: はい、 こくばんの ところへ 行きます。

3. A: はくぼくを おとりなさい。

B: はい、 はくぼくを とります。

4. A: あなたの おなまえを おかきなさい。

B: はい、 私の なまえを かきます。

5. A: よろしい。 よくできました。

B: ありがとうございます。

6. A: あなたの セキへ おかえりなさい。

B: はい、 セキへ かえります。

7. A: おかげなさい。

B: はい、 かけます。

8. A: スミスさん、 グリーンぐんそうは いま 何を
しましたか。

B: グリーンぐんそうは たちました。

Lesson 13

A. Dialogue, continued

9. A: それから、何をしましたか。
B: それから、こくばんのところへ行きました。

10. A: それから。
B: それから、はくほくをとりました。

11. A: それから、なまえをかきましたね。
B: はい、そうです。

12. A: それからどうしましたか。
B: それから、グリーンぐんそうはせきへかえりました。

13. A: それから、こしかけましたね。
B: はい、そうです。

14. A: よくできました。
B: ありがとうございます。

Lesson 13

B. Dialogue Translation

1. A: SGT Green, stand up, please.

B: Yes, I'll stand up.

2. A: Go to the blackboard, please.

B: Yes, I'll go to the blackboard.

3. A: Pick up the chalk, please.

B: Yes, I'll pick up the chalk.

4. A: Write your name, please.

B: Yes, I'll write my name.

5. A: Good ! Well done !

B: Thank you.

6. A: Go back to your seat, please.

B: Yes, I'll go back to (my) seat.

7. A: Sit down, please.

B: Yes, I'll sit down.

8. A: Mr. Smith, what did SGT Green do just now?

B: SGT Green stood up.

Lesson 13

B. Dialogue Translation, continued

9. A: Then, what did he do?

B: After that, he went to the blackboard.

10. A: And then?

B: Then, he picked up the chalk.

11. A: After that, he wrote his name, didn't he?

B: Yes, that's right.

12. A: What did he do after that?

B: After that, SGT Green returned to his seat.

13. A: Then, he sat down, didn't he?

B: Yes, that's right.

14. A: You did well.

B: Thank you.

Lesson 13

C. Dialogue Adjunct

	<u>NASAI-form</u>	<u>MASU-form</u>
1.	A: <u>おとりなさい。</u>	B: <u>本を とります。</u>
2.	A: <u>来なさい。</u>	B: <u>ここへ 来ます。</u>
3.	A: <u>おあけなさい。</u>	B: <u>本を あけます。</u>
4.	A: <u>おとじなさい。</u>	B: <u>本を とじます。</u>
5.	A: <u>おしめなさい。</u>	B: <u>まどを しめます。</u>
6.	A: <u>おかきなさい。</u>	B: <u>なまえを かきます。</u>
7.	A: <u>おいでなさい。</u>	B: <u>そこへ 行きます。</u>
8.	A: <u>おたちなさい。</u>	B: <u>たちます。</u>
9.	A: <u>おかえりなさい。</u>	B: <u>せきへ かえります。</u>
10.	A: <u>おかげなさい。</u>	B: <u>かけます。</u>
11.	A: Sit down, please.	
12.	B: Yes, I'll sit down.	
13.	A: Mr. Smith, what did SGT Green do just now?	
14.	B: SGT Green stood up.	

Lesson 13

D. Pattern Drill

Pattern 1:A. お かき なさい。B. はい、かきます。a. Examples:

(1) おたちなさい。

(2) おしめなさい。

(3) おかえりなさい。

(4) たちます。

(5) かきます。

(6) あけます。

b. For question and response:

(1) A: アダムスさん、おたちなさい。

B: はい、たちます。

(2) A: グリーンさん、おかえりなさい。

B: はい、かえります。

(3) A: たなかさん、おかげなさい。

B: はい、かけます。

Lesson 13

D. Pattern Drill, continued

Pattern 2:

A. 私は にっぽんへ 行きます。

B. いすの ところへ おいでなさい。

a. Examples:

(1) 子どもたちは ガラス工場へ 行きます。

(2) セイドは サンフランシスコへ 行きます。

(3) ここへ おいでなさい。

(4) こくばんの ところへ おいでなさい。

(5) まどの ところへ 行きます。

(6) いすの ところへ 行きます。

b. For question and response:

(1) A: あなたは にっぽんへ 行きますか。

B: はい、 にっぽんへ 行きます。

(2) A: こくばんの ところへ おいでなさい。

B: はい、 こくばんの ところへ 行きます。

(3) A: ここへ おいでなさい。

B: はい、 そこへ 行きます。

Lesson 13

D. Pattern Drill, continued

Pattern 3:

私は なまえ を かきます。

a. Examples:

- (1) 私は まとを あけます。
- (2) 私は 本を とじます。
- (3) 私は まとを しめます。
- (4) あなたは 何を しますか。
- (5) 私は ぼうしを とります。

b. For question and response:

- (1) A: あなたは 何を しますか。
B: 私は 私の なまえを かきます。
- (2) A: あなたは 何を あけますか。
B: 私は とを あけます。
- (3) A: あなたは 何を とじますか。
B: 私は めを とじます。

Lesson 13

D. Pattern Drill, continued

Pattern 4:

私は なまえを かきました。

a. Examples:

- (1) あのかたは がっこうへ 来ました。
- (2) たもうさんは にっぽんへ 行きました。
- (3) ヤングこ"ちようは せきへ かえりました。
- (4) 私は 本を あけました。
- (5) やまださんは えんぴつを とりました。

b. For question and response:

- (1) A: たもうさんは 何を しましたか。
B: まどを あけました。
- (2) A: やまださんは 何を しましたか。
B: えんぴつを とりました。
- (3) A: あのかたは せきへ かえりましたか。
B: ええ、 せきへ かえりました。

Lesson 13

E. Translation, Pattern Drill

Pattern 1:

A. Write, please.

B. Yes, I'll write.

a. Examples:

a. Examples:

(1) Stand up, please. (T)

(2) Close it, please. (S)

(3) Go back, please. (E)

(4) I'll stand up. (A)

(5) I'll write. (E)

(6) I'll open. (A)

(7) A: What are you going to do?

b. For question and response:

(1) A: Mr. Adams, stand up, please. (T)

B: Yes, I'll stand up.

(2) A: Mr. Green, go back, please. (S)

B: Yes, I'll return.

(3) A: Mr. Tanaka, sit down, please. (E)

B: Yes, I'll sit down.

Lesson 13

E. Translation, Pattern Drill, continued

Pattern 2:

A. I'll go to Japan.

B. Please go to the chair.

a. Examples:

(1) The children go to school.

(2) Students will go to San Francisco.

(3) Please come here.

(4) Please go to the blackboard.

(5) I'll go to the window.

(6) I will go to the chair.

b. For question and response:

(1) A: Are you going to Japan?

B: Yes, I'll go to Japan.

(2) A: Please go to the blackboard.

B: Yes, I'll go to the blackboard.

(3) A: Please come here.

B: Yes, I'll go there.

Lesson 13

E. Translation, Pattern Drill, continued

Pattern 3:

I'll write my name. (direct object)

a. Examples:

- (1) I'll open the window.
- (2) I'll close the book.
- (3) I'll close the window.
- (4) What are you going to do?
- (5) I'll take the hat.

b. For question and response:

- (1) A: What are you going to do?
B: I'll write my name.
- (2) A: What are you going to open?
B: I'll open the door.
- (3) A: What are you going to close?
B: I'll close my eyes.

Lesson 13

E. Translation, Pattern Drill, continued

~~Translation, Pattern Drill, continued~~Pattern 4:

I wrote my name.

a. Examples:

- (1) He came to school.
- (2) Mr. Tamura went to Japan.
- (3) Corporal Young returned to his seat.
- (4) I opened my book.
- (5) Mr. Yamada took his pencil.

b. For question and response:

(1) A: What did Mr. Tamura do?

B: He opened the window.

(2) A: What did Mr. Yamada do?

B: He took his pencil.

(3) A: Did he return to his seat?

B: Yes, he returned to his seat.

B: Yes, I'll go there.

Lesson 13

F. Grammar Notes

1. Verbs

a. Japanese verbs are inflected or their endings are changed according to certain uses. The part that does not inflect is called the 'root' which usually furnishes the basic meaning. That which is placed before the root is called 'prefix' that gives a particular modification to the root meaning. That which immediately follows the root is called 'ending.'

b. Verbs fall into three main classes according to these conjugations:

- (1) Consonant verbs
- (2) Vowel verbs
- (3) Irregular verbs

c. Consonant verbs are those whose roots end in one of the following nine consonants: -K, -G, -S, -T, -N, -B, -M, -R, and -(W).

d. Vowel verbs are those (with some exceptions) whose roots end in the vowel -I or -E.

e. There are only two verbs which have slight irregularities of inflection. They are the verbs KURU(KIMASU),

Lesson 13

F. Grammar Notes, continued

'come' and SURU(SHIMASU), 'do.'

f. Conjugations of modern colloquial Japanese verbs

show eight endings:

Name 'ending'	Example of consonant verb 'write'	Example of vowel verb 'open'	Irregular verbs	
			'come'	'do'
1. Negative ending	<u>KAKA</u>	<u>AKE</u> **	<u>KO</u>	<u>SHI</u> , <u>SE</u>
2. Conjunctive ending	<u>KAKI</u>	<u>AKE</u> **	<u>KI</u>	<u>SHI</u>
3. Basic ending	<u>KAKU</u>	<u>AKERU</u>	<u>KURU</u>	<u>SURU</u>
4. Conditional ending	<u>KAKEBA</u>	<u>AKEReba</u>	<u>KUREBA</u>	<u>SUREBA</u>
5. Imperative ending	<u>KAKE</u>	<u>AKERO</u>	<u>KOI</u>	<u>SHIRO</u>
6. Conjectural ending	<u>KAKOO</u>	<u>AKEYOO</u>	<u>KOYOO</u>	<u>SHIYOO</u>
7. TE-ending	<u>KAITE</u> *	<u>AKETE</u>	<u>KITE</u>	<u>SHITE</u>
8. TA-ending	<u>KAITA</u> *	<u>AKETA</u>	<u>KITA</u>	<u>SHITA</u>

* Euphonic changes in time changed KAKITE and KAKITA to KAITE and KAITA respectively.

Lesson 13

F. Grammar Notes, continued

** Note that the negative and conjunctive endings of vowel verbs have no shape at all or are synonymous with the root. It is customary to refer to verbs by their basic endings, and these are the forms under which verbs are entered in dictionaries. Note also that the basic endings are in the vowel U.

g. Each underlined part in the above table is the root represented in terms of ROMAJI. For example, KAK and I of KAKI are the root and conjunctive ending of the verb KAKU, 'write.' However, the root of this type cannot be written completely in terms of the conventional writing system (KANJI and KANA). Therefore, for the sake of convenience, the final consonant of the consonant verbs is separated from the root and combined with the ending so as to make it possible to discuss the conjugation in terms of the conventional writing system or in terms of syllables. For example, KAKI becomes KAKI or カキ; and in terms of KANA, カ is the root and キ is the conjunctive ending of the verb KAKU, 'write.' The sounds and uses of the eight endings will be dealt with as they are introduced in the course.

Lesson 13

F. Grammar Notes, continued

2. Conjunctive ending

The conjunctive ending is normally followed immediately by certain inflected suffixes:

a. --MASU:

The conjunctive ending may be followed by the inflected suffix MASU not only to yield compounded forms of present tense or definite future tense meaning but also to add a degree of politeness.

WATAKUSHI WA KAKIMASU.

"I'll write," "I am going to write," or

"I write."

WATAKUSHI WA TACHIMASU.

"I'll stand up," "I am going to stand up," or

"I stand up."

b. --NASAI:

(1) The conjunctive ending may also be followed by certain other verbs, e.g.,

KAKINASAI Write, please.

TACHINASAI Stand up, please.

KINASAI

Come, please.

Lesson 13

F. Grammar Notes, continued

(2) NASAI is from the polite verb NASARU, 'do,' and it is its imperative ending. It follows not only the conjunctive ending of verbs but also certain nouns and adverbs to express polite command.

(3) O is the honorific prefix as was explained in Lesson 9. Therefore, the pattern O + conjunctive (verb) ending + NASAI is politer than the pattern without the honorific prefix O.

3. Particle E

a. The particle E (↖) indicates direction or place toward which an action moves. It also denotes the destination or point of arrival of an action. It corresponds to the English preposition 'to.'

GAKKOO E IKIMASU.

"I'll go to school."

KOKO E OIDENASAI.

"Come here, please."

b. TOKORO 'place'

The noun TOKORO means 'place.' In Japanese one does not say he goes or comes to an object or to a person. Instead, he says he goes or comes to the place where an

Lesson 13

F. Grammar Notes, continued

object is or to the place where someone is. (S)

MADO NO TOKORO E IKIMASU.

"I'll go to the window."

KOKUBAN NO TOKORO E OIDENASAI.

"Please go to the blackboard."

4. Particle O

The particle O (オ) in this lesson indicates that the substantive (noun and pronoun) that precedes it is the direct object of a verb. The direct object is the receiver (thing or person) of the direct action indicated by the verb. In Japanese the direct object is normally placed before the verb.

WATAKUSHI WA NAMAE O KAKIMASU.

"I'll write (my) name."

MADO O AKEMASU.

"I'll open the window."

HON O TOJIMASU.

"I'll close the book."

Lesson 13

F. Grammar Notes, continued

5. Past Tense MASHITA

The compounded forms of polite present tense or definite future tense are formed by the conjunctive ending plus MASU. Polite past tense is formed by adding MASHITA to the conjunctive ending.

AKE-MASU

"I'll open."

AKEMASHITA

"I opened."

KAKIMASU

"I'll write."

KAKIMASHITA

"I wrote."

IKIMASU

"I'll go."

IKIMASHITA

"I went."

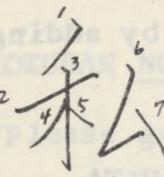
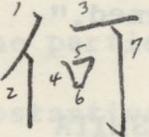
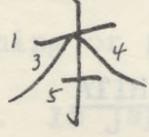
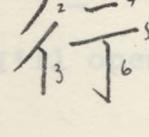
to come
きこ（きこ）
入（いり）

to go
いき（いき）
出（で）

Lesson 13

G. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
16 私	ATIH2AN 1 2 3 4 5 6 7 	watakushi 木	I; private(not public) 私の watakushi no my, mine
17 何	ATIH2AN 1 2 3 4 5 6 7 	nan nani 1	what? 何人 nannin How many people? 何の nan no: of what?
18 本	ATIH2AN 1 2 3 4 5 	HON 木	book; main; real 私の本 watakushi no hon: my book
19 来	ATIH2AN 1 2 3 4 5 	ki(masu) ko ku 人	to come 来ます kimasu: I'll come.
20 行	ATIH2AN 1 2 3 4 5 	i(ku) yu(ku) 行	to go: 行きます ikimasu: I'll go.

Lesson 13

H. Homework Assignment

1. Listen to the tape and practice pronunciation.
2. Memorize the Dialogue.
3. Read the Grammar Notes.
4. Practice reading and writing of Kanji.

Lesson 13

I. Word List

1. Nouns

ところ TOKORO place (See Gram. Notes)

せき SEKI seat

2. Verbs

おたちなさい OTACHI NASAI Stand up, please.
(See Notes)

おいでなさい OIDE NASAI Please come; please go;
please be

おとりなさい OTORI NASAI Please take, pick up

おかきなさい OKAKI NASAI Please write.

おかえりなさい OKAERI NASAI Please return; go back

おかげなさい OKAKE NASAI Please sit down.

ああけなさい OAKE NASAI Please open.

おとじなさい OTOJI NASAI Please close.

おしめなさい OSHIME NASAI Please close; shut

来なさい KINASAI Please come.

たちます TACHIMASU I'll stand. (See Gram.
Notes)

行きます IKIMASU I'll go.

とります TORIMASU I'll take.

かきます KAKIMASU I'll write.

かえります KAERIMASU I'll go back.

I. Word List, continued

かけます	KAKEMASU	I'll sit down.
来ます	KIMASU	I'll come.
あけます	AKEMASU	I'll open.
とじます	TOJIMASU	I'll close.
しめます	SHIMEMASU	I'll close.
こしかけます	KOSHIKAKEMASU	I'll sit down.

3. Particles

へ	E	to (See Gram. Notes)
を	O	particle denoting direct object (See Pattern Drill)

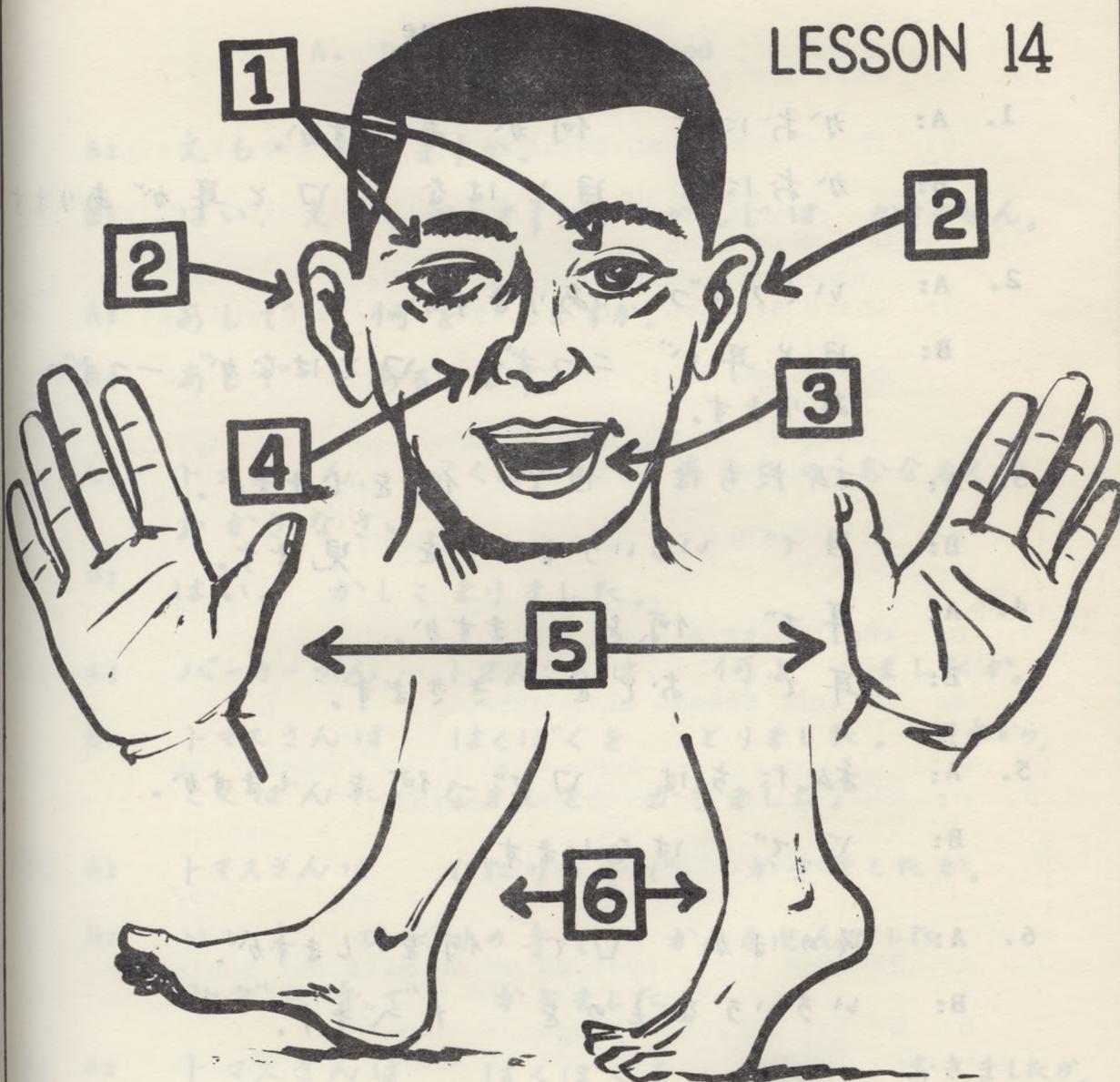
4. Functional expressions

よろしい	YOROSHII	good!
よくできました	YOKU DEKIMASHITA	You did well; well done.
ありがとうございます	ARIGATOO GOZAIMASU	Thank you.
---ました	--MASHITA	past tense of MASU (See Gram. Notes)
それから	SORE KARA	after that, and then
いま	IMA	now, just now
どうしましたか	DOO SHIMASHITA KA	What did he do?

Lesson 14

Objectives	Materials
<p>I. <u>Grammar:</u></p> <ol style="list-style-type: none"> 1. -- MAS EN 2. --MAS ENDE SHITA 3. --ZUTSU 4. Particle DE to indicate the instrument 5. Particle NI to indicate the point of arrival of an action 	<p>TABEMAS EN.</p> <p>TABEMAS EN DESHITA.</p> <p>FUTATSU ZUTSU ARIMASU.</p> <p>ME DE MIMASU.</p> <p>KOKUBAN NI KAKIMASU.</p>
<p>II. <u>Writing System:</u></p> <p>Introduction of Kanji</p>	<p>目、耳、見、口、手、人</p>

LESSON 14



1. TWO
SEE
2. TWO
HEAR
3. ONE
SPEAK
EAT

4. ONE
SMELL
5. TWO
HOLD THINGS
WRITE
6. TWO
WALK

Lesson 14

A. Dialogue

1. A: かおには 何が ありますか。
B: かおには 目とはなと 口と耳が あります。
2. A: いくつ ずつ ありますか。
B: 目と耳が 二つずつ、 口とはなが 一つずつ あります。
3. A: 私たちは 目で 何を しますか。
B: 目で いろいろなものを 見ます。
4. A: 耳で 何を しますか。
B: 耳で おとを ききます。
5. A: 私たちは 口で 何を しますか。
B: 口で はなします。
6. A: そのほか 口で 何を しますか。
B: いろいろなものを たべます。
7. A: 私たちは はなで 何を しますか。
B: はなで においを かぎます。
8. A: 手で 何を しますか。
B: 手で いろいろのものを もちます。 そのほか
手で じを かぎます。

Lesson 14

A. Dialogue, continued

9. A: えも かきますか。
B: はい、えも かきますが、かんじは かきません。

10. A: あして 何を しますか。
B: あして あります。

11. A: トマスさん、こくばんに あなたの おなまえを
かきなさい。
B: はい、かしこまりました。

12. A: パーカーさん、トマスさんは 何を しましたか。
B: トマスさんは はくぼくを とりました。それから、
こくばんに なまえを かきました。

13. A: トマスさんは ひだりの 手で かきましたか。
B: いいえ、ひだりの 手で かきませんでした。
みきの 手で かきました。

14. A: トマスさんは はくぼくを どこに おきましたか。
B: つくれの うえに おきました。
A: Did Mr. Thomas write with his left hand?
B: No, he did not write with his left hand. He wrote
with his right hand.

Lesson 14

B. Dialogue Translation

1. A: What are there on the face?

B: There are eyes, nose, mouth, and ears on the face.

2. A: How many each are there?

B: There are two each of eyes and ears and one each of mouth and nose.

3. A: What do we do with eyes?

B: We see various things with eyes.

4. A: What do we do with ears?

B: We hear sounds with ears.

5. A: What do we do with our mouths?

B: We speak with our mouths.

6. A: Besides that, what do we do with our mouths?

B: We eat various things.

7. A: What do we do with our noses?

B: We smell scents with our noses.

Lesson 14

B. Dialogue Translation, continued

8. A: What do we do with our hands?

B: We hold various things with our hands. Besides
that, we write characters with our hands.

9. A: Do we draw pictures, too?

B: Yes, we draw pictures, but we don't write KANJI.

10. A: What do we do with our legs?

B: We walk with our legs.

11. A: Mr. Thomas, write your name on the blackboard,
please.

B: Yes, certainly.

12. A: Mr. Parker, what did Mr. Thomas do?

B: Mr. Thomas picked up the chalk. Then he wrote his
name on the blackboard.

13. A: Did Mr. Thomas write with his left hand?

B: No, he did not write with his left hand. He wrote
with his right hand.

Lesson 14

B. Dialogue Translation, continued

1. A: What are there on the face?
 14. A: Where did Mr. Thomas put the chalk?
 B: He put it on the desk.
 2. A: How many each are there?
 B: There are two each of eyes and ears and one each
 mouth and nose.
 3. A: What do we do with eyes?
 B: We see various things with eyes.
 4. A: What do we do with ears?
 B: We hear sounds with ears.
 5. A: What do we do with our mouths?
 B: We speak with our mouths.
 6. A: Besides that, what do we do with our mouths?
 B: We eat various things.
 7. A: What do we do with our noses?
 B: We smell scents with our noses.

Lesson 14

C. Dialogue Adjunct

Direct ObjectV. T.V. I.

テレビ	を見ます。	行きます。
さかな	をたべます。	かえります。
ラジオ	をききます。	かけます。
えんぴつ	をもちます。	あろきます。
かんじ	をかきます。	たちます。
きょうかしょ	をおきます。	来ます。
にっぽんご	をはなします。	居ます。
本	をとります。	
まど	をあけます。	
まど	をしめます。	
目	をといます。	
におい	をかぎます。	

Lesson 14

D. Pattern Drill

Pattern 1:

A: 私は がっこうへ 行きません。

B: 私は がっこうへ 行きませんでした。

a. Examples:

(1) 私は さかなを たべません。

(2) 私は にっぽんへ 行きません。

(3) 私は えを かきません。

(4) あなたは まどを しめませんでした。

(5) あなたは がっこうへ 来ませんでした。

b. For question and response:

(1) A: たもうさんは にっぽんへ 行きましたか。

B: いいえ、 にっぽんへ 行きませんでした。

(2) A: スミスさんは さかなを たべますか。

B: いいえ、 スミスさんは さかなを たべません。

(3) A: あなたは セキへ かえりましたか。

B: いいえ、 セキへ かえりませんでした。

Lesson 14

D. Pattern Drill, continued

pattern 2:

かおには 目と耳が 二つずつ あります。

a. Examples:

- (1) かおには 口とはなか 一つずつ あります。
- (2) きょうしつには セいとが 八人ずつ 居ます。
- (3) きょうしつ には こくばんが ニつずつ あります。
- (4) スミスさんと ブラウンさんは かん字を
三つずつ かきました。

b. For question and response:

- (1) A: かおには 目と耳が いくつずつ ありますか。
B: 目と耳が ニつずつ あります。
- (2) A: セいとたちは ももを たべましたか。
B: ええ、 セいとたちは ももを ニつずつ
たべました。
- (3) A: この かうこうの きょうしつには まとが
いくつ ずつ ありますか。
B: まとが 四つずつ あります。

Lesson 14

D. Pattern Drill, continued

Pattern 3:

私たちちは 目で 見ます。

a. Examples:

- (1) 私たちは あしで あります。
- (2) 私たちは 耳で おとを ききます。
- (3) 私たちは 口で たべます。
- (4) 私たちは 手で いろいろなものを もちます。
- (5) 私たちは えんぴつで じを かきます。

b. For question and response:

- (1) A: 私たちは はなで 何をしますか。
B: はなで においを かぎます。
- (2) A: あなたは 何で おとを ききますか。
B: 私は 耳で おとを ききます。
- (3) A: にっぽん人は はして たべますか。
B: はい、 にっぽん人は たいてい
はして たべます。

Lesson 14

D. Pattern Drill, continued

Pattern 4: There are two ~~two~~ ~~two~~ ~~two~~ symbols of the face.

あなたのたは こくばんに なまえを かきました。

a. Examples:

a. Examples:

(1) こくばんに にっぽんごを おかきなさい。

(2) このかみに あなたの あなたを おかきなさい。

(3) これを つくれの うえに おきます。

(4) あなたの いすに おかげなさい。

b. For question and response:

(1) A: このいすに おかげなさい。

B: はい、そのいすに カけます。

(2) A: こくばんに あなたの あなたを おかきなさい。

B: はい、こくばんに 私の なまえを かきます。

(3) A: その本を つくれの うえに おおきなさい。

B: はい、この本を つくれの うえに おきます。

B: There are four windows each.

Lesson 14

E. Translation, Pattern Drill

Pattern 1:A. I don't go to school.B. I didn't go to school.a. Examples:

- (1) I don't eat fish.
- (2) I don't go to Japan.
- (3) I don't draw pictures.
- (4) He did not close the window.
- (5) He did not come to school.

b. For question and response:

- (1) A: Did Mr. Tamura go to Japan?
B: No, he didn't go to Japan.
- (2) A: Does Mr. Smith eat fish?
B: No, Mr. Smith doesn't eat fish.
- (3) A: Did he return to the seat?
B: No, he didn't return to the seat.

Lesson 14

E. Translation, Pattern Drill, continued

Pattern 2:

There are two each of eyes and ears on the face.

a. Examples:

- (1) There are one each of mouth and nose on the face.
- (2) There are eight students each in the classrooms.
- (3) There are two blackboards each in the classrooms.
- (4) Mr. Smith and Mr. Brown each wrote three Kanji.

b. For question and response:

- (1) A: How many each of eyes and ears are on

the face?

B: There are two each of eyes and ears.

- (2) A: Did the students eat peaches?

B: Yes, students ate two each of peaches.

- (3) A: How many windows each are there in the

classrooms of this school?

B: There are four windows each.

Lesson 14

E. Translation, Pattern Drill, continued

Pattern 1:Pattern 3:We see with our eyes.

B. I don't go to school.

a. Examples:

- (1) We walk with our feet.
- (2) We hear sounds with our ears.
- (3) We eat with our mouths.
- (4) We hold various things with our hands.
- (5) We write characters with pencils.

b. For question and response:

- (1) A: What do we do with our noses?
B: We smell scents with our noses.
- (2) A: What do you hear sounds with?
B: We hear sound with ears.
- (3) A: Do Japanese eat with chopsticks?
B: Yes, Japanese usually eat with chopsticks.

Lesson 14

E. Translation, Pattern Drill, continued

Pattern 4:

He wrote his name on the blackboard.

a. Examples:

- (1) Please write Japanese on the blackboard.
- (2) Please write your name on this paper.
- (3) I'll put this on the desk.
- (4) Please sit on your chair.

b. For question and response:

- (1) A: Please sit on this chair.
B: Yes, I'll sit on that chair.
- (2) A: Please write your name on the blackboard.
B: Yes, I'll write my name on the blackboard.
- (3) A: Please put that book on the desk.
B: Yes, I'll put this book on the desk.

Lesson 14

F. Grammar Notes

1. MASEN

MASEN is the negative form of MASU, and it is attached to the conjunctive ending of verbs, e.g.,

WATAKUSHI WA EIGO O HANASHIMASEN.

"I don't speak English." (1)

ANOKATA WA SAKANA O TABEMASEN.

"He does not eat fish."

2. MASENDESHITA

MASENDESHITA is the negative form of --MASHITA, and it is attached to the conjunctive ending of verbs, e.g.,

WATAKUSHI WA MADO O AKEMASENDESHITA.

"I did not open the window."

NIPPON E IKIMASENDESHITA.

"I did not go to Japan."

3. ZUTSU

ZUTSU is a suffix attached to numerals and numerators and means 'each.'

Lesson 14

F. Grammar Notes, continued

ME TO MIMI GA FUTATSU ZUTSU ARIMASU.

"There are two each of eyes and ears."

KYOOSHITSU NIWA SEITO GA HACHININ ZUTSU IMASU.

"There are eight students each in the classrooms."

4. Particle DE

The particle DE has several uses. One use is that it is attached to substantives and indicates the means or the instrument with which something is performed or effected. It is translated as 'with' or 'in,' e.g.,

WATAKUSHI-TACHI WA ME DE MIMASU.

"We see with our eyes."

TE DE IROIRO NO MONO O MOCHIMASU.

"We hold various things with our hands."

5. Particle NI

The particle NI was used in Lesson 6 to indicate the place of existence. In this lesson, it is used to indicate the point of arrival of an action, and it is translated as 'on.'

Lesson 14

F. Grammar Notes, continued

1. ~~MASU~~ISU NI KAKEMASU."I'll sit on the chair."

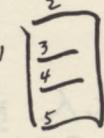
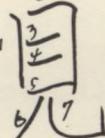
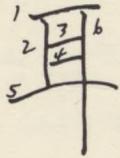
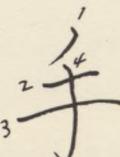
attached to the conjunctive ending of verbs, e.g.,

KOKUBAN NI KAKIMASU."I'll write on the blackboard."TSUKUE NO UE NI OKIMASU."I'll put it on the desk."~~Partitive NI
MASUDENSHITA~~~~MASUDENSHITA is the negative form of --MASHITA,~~~~and it is attached to the conjunctive ending of verbs,~~~~WATAKUSHI WA MADÔ O AKEMASTENDESHITA.~~~~"I did not open the window."~~~~"I didn't open the window."~~~~"I did not go to Japan."~~~~3. ~~ZUTSU~~~~~~"~~or~~ ~~zutsu~~ ~~ai~~ ~~ti~~, possess, said, etc. In this case of existence.~~~~ZUTSU is a suffix attached to nouns but sometimes
exists in its function, and means 'teach,'~~

Lesson 14

G. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
21 目		<u>me</u>	<u>eye</u>
22 見		<u>mi(ru)</u>	<u>to see</u> 見ます <u>mimasu:</u> I see it.
23 耳		<u>mimi</u>	<u>ear</u>
24 口		<u>kuchi</u>	<u>mouth</u>
25 手		<u>te</u>	<u>hand, arm</u>

Lesson 14

G. Exercises in Writing System, continued

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
人	See Kanji #13, Les 12	JIN	people にっぽん人 Nippon-jin: Japanese people

Lesson 14

H. Homework Assignment

1. Listen to the tape and practice pronunciation.

2. Memorize the Dialogue.

3. Read the Grammar Notes.

4. Practice reading and writing of KANJI.

Adjectives

SHIMASU する (v.t.) to do
DARU だる (v.t.) to be +

Adjectives

OTO 音 (n) sound
SHIRU 知る (v.t.) to know

Adjectives

IROIRO NO 色色の (adj.) various
NIOI 気味 (adj.) smell

Functional expressions

SONO HOEA それ (see grammar notes)
DE で (adv.) with

Adverbs

NI に (adv.) on
KASHIKOMARI 余裕 (adv.) certainly

MASHITA ました (adv.)

Adverbs

MINASU みなす (adv.) all

Adverbs

KIKIMASU 聞く (adv.) to hear
DETAIL OF

Adverbs

HANASHIMASU 話す (adv.) to speak
DETAIL OF

Adverbs

TABEMASU 食べる (adv.) to eat
DETAIL OF

Lesson 14

G. Exercises I. Word List

I. Word List

1. Nouns

テレビ	TEREBI	television
ラジオ	RAJIO	radio
かんじ	KANJI	Kanji (Chinese characters)
もの	MONO	things (tangible)
かお	KAO	face
おと	OTO	sound
じ	JI	character, word
におい	NIOI	smell, scent

2. Particles

で	DE	with (See Gram. Notes)
に	NI	on (See Gram. Notes)
ずつ	ZUTSU	each (See Gram. Notes)

3. Verbs

見ます	MIMASU	polite form of MIRU (v.t.) to see
ききます	KIKIMASU	polite form of KIKU (v.t.) to hear, to listen
はなします	HANASHIMASU	polite form of HANASU (v.t.) to speak, talk
たべます	TABEMASU	polite form of TABERU (v.t.) to eat

Lesson 14

I. Word List, continued

もちます	MOCHIMASU	polite form of MOTSU (v.t.) to hold, to have
あるきます	ARUKIMASU	polite form of ARUKU (v.i.) to walk
おきます	OKIMASU	polite form of OKU (v.t.) to put
します	SHIMASU	polite form of SURU (v.t.) to do

4. NA-adjectives

いろいろの	IROIRO NO	various
いろいろな	IROIRO NA	various

5. Functional expressions

そのほか	SONO HOKA	besides that
かしこまりました	KASHIKOMARI MASHITA	certainly; yes, sir

Lesson 15

Objectives	Materials
<p>I. <u>Grammar:</u></p> <ol style="list-style-type: none"> 1. Particle DE to express place of action 2. Particle NI to indicate the indirect object 3. Particle NI to indicate the person from whom the action is received. 4. --GA DEKIMASU --GA WAKARIMASU 5. --TO IIMASU 	<p>GAKKOO <u>DE</u> NARAIMASU.</p> <p>SENSEI WA SEITO <u>NI</u> OSHIEMASU.</p> <p>SEITO WA SENSEI <u>NI</u> NARAIMASU.</p> <p>WATAKUSHI WA NIPPONGO <u>GA</u> WAKARIMASU.</p> <p>(A) WA (B) <u>TO</u> IIMASU</p>
<p>II. <u>Writing System:</u></p> <p>Introduction of new Kanji</p>	<p>日、言、語、読、少</p>



Lesson 15

A. Dialogue

1. A: あなたがたは このガッこうで 何語を なさいますか。
B: 私たちは 日本語を なさいます。
2. A: あなたがたは だれに 日本語を なさいますか。
B: 私たちは せんせいに 日本語を なさいます。
3. A: せんせいは あなたがたに 日本語を おしえますか。
B: はい、そうです。
4. A: 日本語は むずかしいですか。
B: いいえ、あまり むずかしくは ありません。
かなり やさしいです。
5. A: ジョンズ" いっとうへい、あなたは 日本語が できますか。
B: いいえ、まだ" よく できません。 まだ" ます" いです。
6. A: 少しは わかりますね。
B: はい、少しは わかります。
7. A: ドイツ語も できますか。
B: いいえ、ドイツ語は ちょっと できません。

Lesson 15

A. Dialogue, continued

8. A: あなたがたは かたかなも ひらがなも
ならいますか。

B: はい、 そうです。

9. A: 「ブラン」は 人のなまえですが、それは
なんと 言ういみですか。

B: それは 「ちゃいろ」 と言ういみです。

10. A: 「みどり」は えい語で 何と言いますか。

B: 「みどり」は えい語で 「グリーン」と言います。

11. A: あなたは フランス語が よくわかりますか。
どうして ならいましたか。

B: 私は べいこくの ガラコウで ならいました。

12. A: あなたは フランス語の しんぶんを 読み
ますか。

B: はい、 まい日 読みます。

Lesson 15

B. Dialogue Translation

1. A: What language do you learn at this school?
B: We learn Japanese.
2. A: From whom do you learn Japanese?
B: We learn Japanese from a teacher.
3. A: Do teachers teach Japanese to you?
B: Yes, that's right.
4. A: Is the Japanese language difficult?
B: No, it's not too difficult. It's fairly easy.
5. A: Private Jones, can you speak Japanese?
B: No, I can't speak well yet. I am still poor at it.
6. A: You understand a little, don't you?
B: Yes, I understand a little.
7. A: Can you speak German, too?
B: No, I can't speak German at all.
8. A: Do you learn KATAKANA as well as HIRAGANA?
B: Yes, that's right.

Lesson 15

B. Dialogue Translation, continued

9. A: Brown is a personal name, but what does it mean?

B: That means "CHAIRO."

10. A: What do you call "MIDORI" in English?

B: We say "green" for "MIDORI" in English.

11. A: You understand French language well, but where did you learn it?

B: I learned it in school in America.

12. A: Do you read French language newspapers?

B: Yes, I read one everyday.

Lesson 15

C. Dialogue Adjunct

1.	日本語 えい語 フランス語 ドイツ語 ロシア語 スペイン語 タイ語	が	よく 少し かなり 少しほ	できます。
----	---	---	------------------------	-------

2.	フランス語 えい語 日本語 ドイツ語 タイ語 ベトナム語	は	ちっとも 少しも また? あまり あんまり まだよく	わかりません。
----	---	---	---	---------

Lesson 15

D. Pattern Drill

Pattern 1:

私たちは このがつこうで 日本語を なられます。

a. Examples:

- (1) セいとは きょうしつで 日本語を はなします。
- (2) センセイは きょうしつで 日本語を おしえます。
- (3) 私たちは きょうしつで 本を 読みます。
- (4) 子どもたちは ここで えを かきます。
- (5) 私は 日本で 日本語を ならいました。

b. For question and response:

- (1) A: あなたがたは このがつこうで 何語を なられますか。
B: 私たちは 日本語を なれます。
- (2) A: セいとたちは きょうしつで 日本語を はなしますか。
B: はい、 きょうしつで 日本語を はなします。
- (3) A: あなたは どこで 日本語を ならいましたか。
B: 私は 日本で 日本語を ならいました。

Lesson 15

D. Pattern Drill, continued

Pattern 2:

せんせいは セいと に 日本語を おしえます。

a. Examples:

- (1) せんせいは セいと に フランス語を おしえます。
- (2) あなたは おくさん に はなしましたか。
- (3) 私は ともだち に 言いました。
- (4) 私は ともだち に かきました。

b. For question and response:

- (1) A: あなたは それを おくさん に はなしましたか。
B: ええ、 かない に はなしました。
- (2) A: あなたは だれに ドイツ語を おしえますか。
B: ぐん人に ドイツ語を おしえます。
- (3) A: あなたは それを たもうさん に 言いましたか。
B: いいえ、 まだ 言いません。

Lesson 15

D. Pattern Drill, continued

Pattern 3:

私は せんせいに 日本語を なります。

a. Examples:

- (1) 私は せんせいに かんじを なります。
- (2) 私は ともだちに それを ききました。
- (3) 私は フランス人に フランス語を なりました。

b. For question and response:

(1) A: あなたは だれに 日本語を なりましたか。

B: 日本人の せんせいに なりました。

(2) A: あなたは だれに それを ききましたか。

B: ともだちに ききました。

(3) A: あなたは 日本人の せんせいに かんじを なりますか。

B: はい、そうです。日本人の せんせいに なります。

Lesson 15

D. Pattern Drill, continued

Pattern 4:

A. 私は えい語 が わかります。

B. 私は 日本語 が できます。

a. Examples:

(1) あなたは ロシア語が わかります。

(2) あなたは フランス語が できます。

(3) 私は ドイツ語は わかりません。

(4) この子どもは 日本語が わかります。

b. For question and response:

(1) A: あなたは 日本語が できますか。

B: ええ、 日本語が 少しでできます。

(2) A: あなたは えい語 が わかりますか。

B: ええ、 えい語 が よくわかります。

(3) A: あなたは ロシア語が わかりますか。

B: いいえ、 ロシア語は わかりません。

Lesson 15

D. Pattern Drill, continued

Pattern 5:

A. 私は ドイツ語は ちっとも できません。

B. 私は ドイツ語は 少しも できません。

a. Examples:

(1) 私は フランス語は ちっとも わかりません。

(2) あのかたは さかなき ちっとも たべません。

(3) あのかたは 日本語は 少しも できません。

(4) インキは 少しも ありません。

(5) この あかんぼうは ちっとも あるきません。

b. For question and response:

(1) A: あなたは ドイツ語が わかりますか。

B: いいえ、私は ドイツ語は ちっとも わかりません。

(2) A: あなたは タイ語が できますか。

B: いいえ、タイ語は 少しも できません。

(3) A: あの男の子は 日本語を はなしますか。

B: いいえ、日本語を ちっとも はなし

ません。

Lesson 15

D. Pattern Drill, continued

Pattern 6:

「みどり」はえい語で「グリーン」と言います。

a. Examples:

- (1) 「ブラン」は日本語で「ちやいろ」と言います。
- (2) 私のなまえはスミスと言います。
- (3) このペンは「ハーカー」と言います。
- (4) このガラスは「GLASS」と言います。

b. For question and response:

(1) A: あなたのなまえは何と言いますか。

B: 私は「ジョンズ」と言います。

(2) A: このガラスのなまえは何と言いますか。

B: こくほうじょうごがらすと言います。

(3) A: 「グレイ」は日本語で何と言いますか。

B: 「グレイ」は日本語で「ねずみいろ」と言います。

Lesson 15

E. Translation, Pattern Drill

Pattern 1:

We learn Japanese at this school.

a. Examples:

- (1) Students speak Japanese in the classroom.
- (2) Teachers teach Japanese in the classroom.
- (3) We read books in the classroom.
- (4) Children draw pictures here.
- (5) I learned Japanese in Japan.

b. For question and response:

(1) A: What language do you learn at this school?

B: We learn Japanese.

(2) A: Do students speak Japanese in the

classroom?

B: Yes, they speak Japanese in the
classroom.

(3) A: Where did you learn Japanese?

B: I learned Japanese in Japan.

Lesson 15

E. Translation, Pattern Drill, continued

Pattern 2:

The teacher teaches the students Japanese.

(The teacher teaches Japanese to the students)

a. Examples:

(1) The teacher teaches French to the students.

(2) Did you speak to your wife?

(3) I told my friend.

(4) I wrote to my friend.

b. For question and response:

(1) A: Did you tell it to your wife?

B: Yes, I told it to my wife.

(2) A: To whom do you teach German?

B: I teach German to the soldiers.

(3) A: Did you tell it to Mr. Tamura?

B: No, I haven't told it yet.

Lesson 15

E. Translation, Pattern Drill, continued

pattern 3:

I learn Japanese from my teacher.

a. Examples:

- (1) I learn Kanji from my teacher.
- (2) I heard it from my friend.
- (3) I learned French from a Frenchman.

b. For question and response:

- (1) A: From whom did you learn Japanese?
B: I learned it from a Japanese teacher.
- (2) A: From whom did you hear that?
B: I heard it from a friend.
- (3) A: Do you learn Kanji from a Japanese teacher?
A: Yes, that's right. I learn it from a
Japanese teacher.

(4) A: Does that boy speak Japanese?
B: No, he doesn't speak Japanese at all.

Lesson 15

E. Translation, Pattern Drill, continued

Pattern 4:

A. I understand English.

B. I speak Japanese.

a. Examples:

(1) He understands the Russian language.

(2) He speaks French language.

(3) I don't understand German language.

(4) This child understands the Japanese language.

b. For question and response:

(1) A: Do you speak Japanese?

B: Yes, I speak Japanese a little.

(2) A: Does he understand English?

B: Yes, he understands English well.

(3) A: Do you understand the Russian language?

B: No, I don't understand the Russian language.

Lesson 15

E. Translation, Pattern Drill, continued

Pattern 5:

A. I can't speak German at all.

B. I can't speak German at all.

a. Examples:

(1) I don't understand French language at all.

(2) He doesn't eat fish at all.

(3) He can't speak Japanese at all.

(4) There is no ink at all.

(5) This baby doesn't walk at all.

b. For question and response:

(1) A. Do you understand German language.

B: No, I don't understand German at all.

(2) A: Can you speak the Thai language?

B: No, I can't speak the Thai language
at all.

(3) A: Does that boy speak Japanese?

B: No, he doesn't speak Japanese at all.

Lesson 15

E. Translation, Pattern Drill, continued

pattern 6:

MIDORI is called green in English.

a. Examples:

- (1) Brown is called CHAIRO in Japanese.
- (2) My name is called Smith.
- (3) This pen is called a Parker.
- (4) This school is called DLIWC.

b. For question and response:

(1) A: What is your name?

B: I am called Jones.

(2) A: What is the name of this school called?

B: It is called the Defense Language

Institute.

(3) A: What is gray called in Japanese?

B: Gray is called NEZUMI-IRO in Japanese.

Lesson 15

F. Grammar Notes

1. particle DE

In this lesson the particle DE is used to indicate the place where an action other than locomotive action is performed. Locomotive action verbs are those that require movement from place to place like the verbs 'to jump,' 'to fly,' 'to walk,' 'to swim,' etc. The particle that denotes the place where a locomotive action is performed will be introduced in the later lesson. The existential verbs ARU (ARIMASU) and IRU(IMASU) are not action verbs in Japanese.

GAKKOO DE NIPPONGO O NARAIMASU.

"I'll learn Japanese at the school."

KYOOSHITSU DE NIPPONGO O HANASHIMASU.

"I speak Japanese in the classroom."

KOKO DE HON O YOMIMASU.

"I'll read a book here."

2. particle NI to indicate the indirect object

In this lesson the particle NI is used to indicate the indirect object, e.g.,

Lesson 15

F. Grammar Notes, continued

SENSEI WA SEITO NI NIPPONGO O OSHIEMASU.

"The teacher teaches the student Japanese."

In English, a phrase introduced by the preposition 'to' or 'for' can be used instead of an indirect object. Thus the translation of the above example would become:

"The teacher teaches Japanese to the student."

WATAKUSHI WA TOMODACHI NI KAKIMASHITA.

"I wrote to my friend."

3. Particle NI to indicate the person from whom the action is received.

In this instance, the particle NI is used to indicate the person from whom the action is received and translated into English as 'from.' The verbs involved are so-called receiving verbs such as 'to hear' or 'to learn' as contrasted to giving verbs like 'to give,' 'to teach,' etc.

WATAKUSHI WA SENSEI NI KANJI O NARAIMASU.

"I learn KANJI from my teacher."

WATAKUSHI WA TOMODACHI NI KIKIMASHITA.

"I heard (it) from my friend."

Lesson 15

F. Grammar Notes, continued

4. --GA WAKARIMASU--GA DEKIMASU

a. A transitive verb is one that takes a direct object which is normally indicated by the particle Q, and an intransitive verb is one that does not take a direct object.

b. Many English verbs can be used either as transitive or intransitive as in the following examples:

Transitive Verb (v.t.)Intransitive Verb (v.i.)

(1) I opened the door.

The door opened.

(AKEMASHITA)

(AKIMASHITA)

(2) I closed the door.

The door closed.

(SHIMEMASHITA)

(SHIMARIMASHITA)

c. It is also important to note that there are some Japanese intransitive verbs which call for transitive verbs in the English translation and vice versa. Thus, in the sentences,

WATAKUSHI WA FURANSU-GO GA WAKARIMASU.

"I understand French" and

WATAKUSHI WA FURANSU-GO GA DEKIMASU.

"I speak French."

the subjects of the intransitive verbs WAKARIMASU and

Lesson 15

F. Grammar Notes, continued

DEKIMASU are potential verbs by themselves and literally mean 'to be understandable' and 'to be able to be done' respectively.

5. Emphatic WA

The particle WA sometimes replaces such particles as O, GA, and singles out a certain object and compares it with other possible objects. Thus, in sentences like:

a. WATAKUSHI WA KANJI WA NARAIMASEN.
(O)

b. WATAKUSHI WA FURANSU-GO WA WAKARIMASEN.
(GA)

KANJI is singled out and compared with other objects such as KATAKANA, HIRAGANA, etc. in sentence (a) and FURANSU-GO is singled out and compared with other objects such as NIPPONGO, EIGO, etc. in sentence (b). WA in both sentences (a) and (b) can be best translated as 'as for,' thus:

a. As for KANJI, I don't learn it.

b. As for French language, I don't understand it.

6. CHITTO MO -- MASEN

SUKOSHI MO--MASEN

The phrases CHITTO MO or SUKOSHI MO are always used

Lesson 15

F. Grammar Notes, continued

in negative sentences and they mean 'not even a little.'

CHITTO MO TABEMASENDESHITA.

"I ate not even a little."

DOITSUGO WA SUKOSHI MO WAKARIMASEN.

"I don't understand German at all" or I
understand German not even a little."

7. -- TO IIMASU

a. For the structure 'one calls (A) O (B)', the pattern (A) O (B) TO IIMASU. If the speaker wishes to single out (A) from among many other possible ideas of the same category, the direct object (A) O can be changed to a notional subject (A) WA. Thus, the sentence can be changed to (A) WA (B) TO IIMASU.

b. The literal translation of the above sentence is 'one calls (A) (B)', but its free translation is '(A) is called (B).'. Note that the particle TO denotes what is said or called.

c. The phrase -- TO IU is often used in front of a substantive to mention what the name of the thing or the person is, e.g.,

Lesson 15

F. Grammar Notes, continued

PAAKAA TO IU PEN ' a pen called Parker'
YAMADA TO IU SENSEI ' a teacher called Yamada'
SUMISU TO IU SEITO ' a student called Smith'

Lesson 15

G. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
26 日		<u>NICHI</u> <u>NI---</u> KANA 日	<u>day</u> まい日 mainichi: everyday 日本 Nippon: Japan
27 言		<u>i</u> (u) BETOKU 言	<u>to say, to tell</u> 言います iimasu: to say
28 語		<u>GO</u> NT 言	<u>word; language</u> 日本語 Nippongo: Japanese language フランス語 Furansu-go: French language
29 讀		<u>yo(mu)</u> NARAIMASU 言	<u>to read</u> 読みます yomimasu: I read
30 少		<u>suko(shi)</u> DEKIMASU 少	<u>a little; few</u> 少しも sukoshi mo: not at all

Lesson 15

H.2 Homework Assignment

1. Listen to the tape and practice pronunciation.
2. Memorize the Dialogue.
3. Read the Grammar Notes
4. Practice reading and writing of KANJI.

Lesson 15

I. Word List

<u>1. Nouns</u>		
何語	NANIGO	what language
かたかな	KATAKANA	KATAKANA syllabary
ひらがな	HIRAGANA	HIRAGANA syllabary
かな	KANA	Japanese syllabary
いみ	IMI	meaning
まい日	MAINICHI	everyday
べいこく	BEIKOKU	U.S.A.
<u>2. Particles</u>		
で	DE	at, in (See Gram. Notes)
に	NI	from (See Gram. Notes)
へ	NI	to (See Gram. Notes)
<u>3. Verbs</u>		
ならいます	NARAIMASU	polite form of NARAU (v.t.) to learn
おしえます	OSHIEMASU	polite form of OSHIERU (v.t.) to teach
できます	DEKIMASU	polite form of DEKIRU (v.i.) to be able; to speak
わかります	WAKARIMASU	polite form of WAKARU (v.i.) to understand

Lesson 15

I. Word List, continued

読みます

YOMIMASU

polite form of YOMU
(v.t.) to read

言います

IIMASU

to say

--と言います

--TO IIMASU

-- is called

4. I-adjectives

むずかしい

MUZUKASHII

difficult

まずい

MAZUI

poor, tasteless

やさしい

YASASHII

easy

5. Adverbs

まだ

MADA

yet, still

よく

YOKU

well, skillfully

かなり

KANARI

fairly

少し

SUKOSHI

little (quantity)

少しば

SUKOSHI WA

a little

ちっとも

CHITTO MO

not even a little
(See Gram. Notes)

少しも

SUKOSHIMO

not even a little
(See Gram. Notes)6. Others

何と言ひみ

NAN TO IU

What's the meaning
of it?

ですか

IMI DESU KA?

What does it mean?

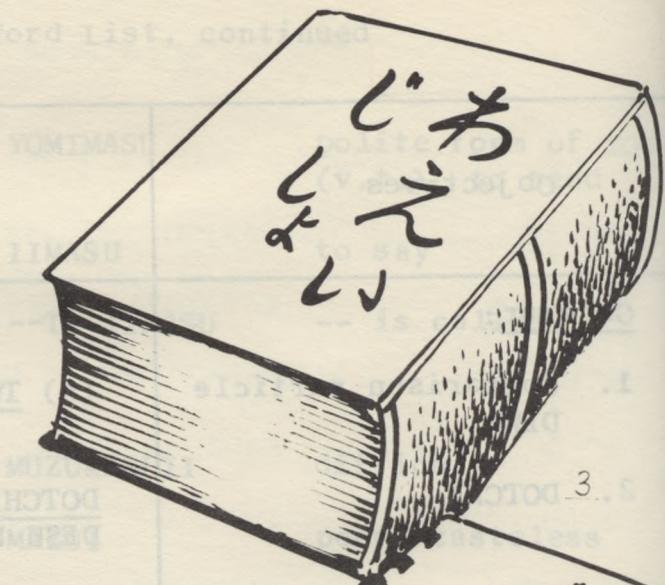
Lesson 16

Objectives	Materials
I. <u>Grammar:</u> <ol style="list-style-type: none"> 1. Comparison particle DEWA 2. DOTCHI 3. --NO HOO GA 4. Comparative particle GURAI and HODO 5. Particle YORI 	<p>(A) <u>TO</u> (B) <u>DEWA</u></p> <p><u>DOTCHI</u> NO HOO GA OOKII DESU KA?</p> <p>(A) <u>NO HOO GA</u> OOKII DESU.</p> <p>(A) WA (B) <u>GURAI</u> OOKII DESU. (B) WA (A) <u>HODO</u> OOKIKU WA ARIMASEN.</p> <p>(A) WA (B) <u>YORI</u> OOKII DESU.</p>
II. Writing System Introduction of Kanji	大、小、長、短、字

LESSON 16

I. Word List, continued

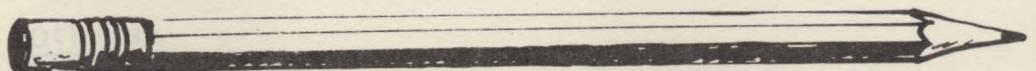
1-2-4-5-6



10-11



YELLOW



RED



BROWN

What's the meaning
of it?

What does it mean?

Lesson 16

A. Dialogue

A: これは何ですか。

B: それは字しょです。

A: ここにどんな字しょかありますか。

B: そこにわえい字てんとえいわ字てんがあります。

A: 字しょときょうかしょでは、どっちのほうかありますか。

B: 字しょのほうかあります。

A: このわえい字てんとえいわ字てんをくらべて
ごらん下さい。どっちのほうか大きいですか。

B: わえい字てんのほうかずっと大きいです。

A: 大きい字しょにはことはかたくさんあります。

そしておもいですね。

B: はい、そうです。

A: では、小さい字しょと大きい字しょでは、どっちのほうかかるいでですか。

B: 小さい字しょのほうかかるいでです。

Lesson 16

A. Dialogue, continued

7. A: このきょうかしょは そのざつしきく"らい 大きいですか。
 B: いいえ、そのきょうかしょは このざつしほど 大きくはありません。

8. A: では、そのざつしは このきょうかしょく"らい あついですか。
 B: いいえ、このざつしは そのきょうかしょほど あつくはありません。このざつしは きょうかしょより うすいです。

9. A: ど"っちのほうか" たかいですか。
 B: きょうかしょのほうか" たかいです。ざつしは たいてい やすいです。

10. A: ここに えんぴつか" あります。きいろいのと あかいのと ちやいろのが" あります。これはみんな 長いですか。
 B: いいえ、みんなは 長くは ありません。ちやいろのは 短いです。

11. A: では、きいろいのと あかいのは 長いですね。
 B: ええ、ど"ちらも 長いです。

Lesson 16

B. Dialogue Translation

1. A: What's this?
B: That's a dictionary.
2. A: What kinds of dictionaries are there here?
B: There are a Japanese-to-English dictionary and an English-to-Japanese dictionary.
3. A: Of the dictionary and the textbook, which is thicker?
B: The dictionary is thicker.
4. A: Compare these Japanese-to-English and English-to-Japanese dictionaries. Which is bigger?
B: The Japanese-to-English dictionary is bigger by far.
5. A: Big dictionaries have many words, and they are heavy, aren't they?
B: Yes, that's right.
6. A: Then, of a small dictionary and a big dictionary, which one is lighter?
B: The smaller dictionary is lighter.

Lesson 16

B. Dialogue Translation, continued

7. A: Is this textbook as large as that magazine?

B: No, that textbook is not so large as this magazine.

8. A: Then, is that magazine as thick as this textbook?

B: No, this magazine is not so thick as that textbook.

This magazine is thinner than that textbook.

9. A: Which is more expensive?

B: The textbook is more expensive. Magazines are usually cheap.

10. A: There are pencils here. There are a yellow one, a red one, and a brown one. Are these all long?

B: No, not all of them are long. The brown one is short.

11. A: Then, the yellow one and the red one are long, aren't they?

11. B: Yes, they are both long.

Lesson 16

C. Dialogue Adjunct

1.

日本	と	アメリカ	を	くらべてごらんなさい。
日本		カナダ		
アメリカ		メキシコ		
アメリカ		イギリス		
モンテレー		サンフランシスコ		
モンテレー		サリナス		

2.

アメリカは 日本より ずっと 大きいです。

アメリカは カナダより もっと 大きいです。

サリナスは モンテレーより 少し 大きいです。

宇ひきは きょうかしょより ずっと たかいです。

Lesson 16

D. Pattern Drill

pattern 1:

A. 家と きょうかしょでは、どっちのほうか" あついてですか。

B. 字と きょうかしょでは、字のほうか" あついてです。

a. Examples:

(1) かなと かん字では、どっちのほうか" むずかしいですか。

(2) 日本語と 英語では、どっちのほうか" やさしいですか。

(3) 男と 女では、たいへん どっちのほうか" 大きいですか。

(4) 男と 女では、たいへん 男のほうか" 大きいです。

(5) この本と その本では、この本のほうか" たかいです。

b. For question and response:

(1) A: 日本と アメリカでは、どっちのほうか" 大きいですか。

B: アメリカのほうか" 大きいです。

(2) A: かなと かん字では、どっちのほうか" むずかしいですか。

B: かん字のほうか" むずかしいです。

(3) A: 家と きょうかしょでは、どっちのほうか" たかいですか。

B: 家のほうか" たかいです。

Lesson 16

D. Pattern Drill, continued

Pattern 2:

A. この字しょは そのぎっしゃく ぐらい 大きいです。
 B. この字しょは きょうかしょ ほど 大きくは ありません。

a. Examples:

- (1) フランス語は ドイツ語 ぐらい むずかしいです。
- (2) かたかなは ひらがな ぐらい やさしいです。
- (3) ひらがなは かん字 ほど むずかしくはありません。
- (4) 女は男 ほど 大きくは ありません。
- (5) えんぴつは まんねんひつ ほど たかくはありません。

b. For question and response:

- (1) A: ひらがなは かん字 ぐらい むずかしいですか。
 B: いいえ、ひらがなは かん字 ほど むずかしくは
 ありません。
- (2) A: 日本は カナダ ぐらい 大きいですか。
 B: いいえ、日本は カナダ ほど 大きくは
 ありません。
- (3) A: えんぴつは まんねんひつ ぐらい たかいですか。
 B: いいえ、えんぴつは まんねんひつ ほど
 たかくは ありません。

Lesson 16

D. Pattern Drill, continued

Pattern 3:

さつしは しんぶんより たかいです。

a. Examples:

- (1) アメリカは 日本より 大きいです。
- (2) 三は 五より 小さいです。
- (3) テキサス シュラは カリフォルニア シュラより 大きいです。
- (4) タイ語は 日本語より やさしいです。
- (5) あなたは 私より わかいです。

b. For question and response:

- (1) A: 日本語は フランス語より やさしいですか。
B: いいえ、日本語は フランス語より むずかしいです。
- (2) A: ひらがなは かん字より やさしいですか。
B: はい、ひらがなは かん字より ずっと やさしいです。
- (3) A: しんぶんは さつしより たかいでですか。
B: いいえ、しんぶんは さつしより やすいです。

Lesson 16

E. Translation, Pattern Drill

Pattern 1:

A. Between the dictionary and the textbook, which is thicker?

B. Between the dictionary and the textbook, the dictionary is thicker.

a. Examples:

- (1) Of KANA and KANJI, which is more difficult?
- (2) Of Japanese and English, which is easier?
- (3) Of male and female, which is usually bigger?
- (4) Of male and female, male is usually bigger.
- (5) Of this book and that book, this book is more expensive.

b. For question and response:

- (1) A: Of Japan and America, which is bigger?
B: America is bigger.
- (2) A: Of KANA and KANJI, which is more difficult?
B: KANJI is more difficult.
- (3) A: Of the dictionary and the textbook, which is more expensive?

Lesson 16

E. Translation, Pattern Drill, continued

B: The dictionary is more expensive.

Pattern 2:

- A. This dictionary is as large as that magazine.
- B. This dictionary is not so large as the textbook.

a. Examples:

- (1) French is as difficult as German.
- (2) KATAKANA is as easy as HIRAGANA.
- (3) HIRAGANA is not so difficult as KANJI.
- (4) The female is not so big as the male.
- (5) Pencils are not so expensive as fountain pens.

b. For question and response:

- (1) A: Are HIRAGANA as difficult as KANJI?
B: No, HIRAGANA are not so difficult as KANJI.
- (2) A: Is Japan as big as Canada?
B: No, Japan is not so big as Canada.
- (3) A: Are pencils as expensive as fountain pens?
B: No, pencils are not so expensive as fountain pens.

Lesson 16

E. Translation, Pattern Drill, continued

Pattern 3:

Magazines are more expensive than newspapers.

a. Examples:

- (1) America is bigger than Japan.
- (2) Three is smaller than five.
- (3) The state of Texas is larger than the state of California.
- (4) The Thai language is easier than Japanese.
- (5) You are younger than I.

b. For question and response:

(1) A: Is Japanese easier than French?

B: No, Japanese is more difficult than French.

(2) A: Are HIRAGANA easier than KANJI?

B: Yes, HIRAGANA are easier by far than KANJI.

(3) A: Are newspapers more expensive than magazines?

B: No, newspapers are cheaper than magazines.

Lesson 16

F. Grammar Notes

1. Comparison Particle DEWA

When one wants to compare two or more things in Japanese, he first mentions the list of things he is going to compare. This is normally done in the following pattern:

(A) to (B) DEWA 'between (A) and (B)'

(A) to (B) to (C) DEWA 'of (A), (B), and (C)'

The particle DEWA in the above pattern indicates the limits within which two or more things are compared. The particle WA may not follow DE at times.

2. DOTCHI or DOCHIRA

If there are only two items to be compared, the question is asked by using the word DOCHIRA or DOTCHI, 'which of the two,' followed always by the particle GA, e.g.,

(A) TO (B) DEWA, DOTCHI NO HOO GA OOKII DESU KA?

"Between (A) and (B), which is larger?"

Like KOKO, SOKO, ASUKO, DOKO, and other pronouns, DOCHIRA or DOTCHI also completes a set of KO, SO, A, and DO pronouns as in the following table:

KOCHIRA	KOTCHI	'this thing or person'
---------	--------	------------------------

SOCHIRA	SOTCHI	'that thing or person'
---------	--------	------------------------

Lesson 16

F. Grammar Notes, continued

ACHIRA ATCHI 'that thing or person
over there?'

DOCHIRA DOTCHI 'which of two things
or persons?'

The pattern used to compare three or more things
will be discussed in Lesson 19.

3. Comparison of Adjectives

In English, adjectives have three different forms to express three degrees of comparison--positive, comparative, and superlative. The positive degree is the simple form of the adjective used when no comparison is made between persons or objects, e.g., good, large, expensive. The comparative degree is used in comparing one person or object with another one: that is, in comparing only two persons or objects, e.g., better, larger, more expensive. The superlative degree is used in comparing three or more persons or objects, e.g., best, largest, most expensive.

In Japanese, however, forms of adjectives do not change for different degrees of comparison. For example, the adjective OOKII just means 'something is big' and the adjective TAKAI means 'something is expensive.' To say

Lesson 16

F. Grammar Notes, continued

'something is bigger' and 'something is more expensive,' the Japanese also use OOKII and TAKAI respectively, but they often add something somewhere in the sentence to bring out the fact that they are making a comparison. In asking a question about which of two things is more or less something, the interrogative pronoun DOCHIRA or DOTCHI is used to bring out the fact that only two things are compared.

4. HOO

If just one thing is mentioned and the other item of comparison implied, they usually add HOO after the word referring to the stated item of comparison, e.g.,

JISHO NO HOO GA ATSUI DESU.

"The dictionary is thicker."

The word HOO is a noun and it literally means 'side' or 'direction.' Therefore, JISHO NO HOO, 'the side of the dictionary,' implies that JISHO 'dictionary' is compared with something else.

Compare and note the difference between the two following sentences:

Lesson 16

F. Grammar Notes, continued

WATAKUSHI WA OOKII NO O TABEMASHITA.

"I ate the big one."

WATAKUSHI WA OOKII HOO O TABEMASHITA.

"I ate the bigger one."

5. Comparative particles GURAI AND HODO

In this lesson, the words GURAI and HODO are used as comparative particles, both meaning 'extent,' 'as much as.' GURAI is normally used in affirmative sentences, and HODO is used with negative sentences, e.g.,

WATAKUSHI WA ANATA GURAI OOKII DESU.

"I am as big as you are."

WATAKUSHI WA ANATA HODO OOKIKU WA ARIMASEN.

"I am not so big as you are."

6. Particle YORI

YORI is a particle meaning 'than' and it is used to indicate that the word preceding it is the standard with which another item is compared. It may be followed by the particle MO or WA, e.g.,

Lesson 16

F. Grammar Notes, continued

WATAKUSHI WA ANATA YORI WAKAI DESU.

"I am younger than you."

WATAKUSHI WA ANATA YORI MO WAKAI DESU.

"I am younger than you."

WATAKUSHI WA ANATA YORI WA WAKAI DESU.

"I am younger than you."

7. MOTTO 'more'

One way to say 'more' when one means 'more than something else,' 'more than now,' 'more than before,' or the like, is to use the adverb MOTTO.

MOTTO is often used for emphasis 'much' even in sentences with such words as --HOO and --YORI which already indicate the fact that the speaker is making a comparison between two things or persons.

KATAKANA WA HIRAGANA YORI MOTTO YASAHII DESU.

"KATAKANA are much easier than HIRAGANA."

NIPPON NO HOO GA MOTTO CHIISAI DESU.

"Japan is much smaller."

Lesson 16

F. Grammar Notes, continued

MOTTO OTABE NASAI. Practice pronunciation.

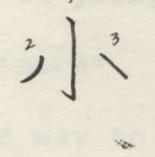
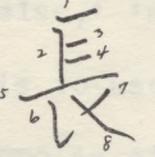
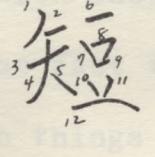
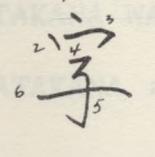
"Eat more, please."

KANJI	ROMA	KANJI	ROMA
大	DAI	大	DAI
小	SHO	小	SHO
多	TOKO	多	TOKO
少	SHO	少	SHO
吃	SHI	吃	SHI
饭	BA	饭	BA
吃	SHI	吃	SHI
饭	BA	饭	BA

Lesson 16

G. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
31 大		<u>oo</u> (kii)	<u>big</u> ; <u>large</u> 大きい ookii: big
32 小		<u>chii</u> (sai)	<u>small</u> ; <u>little</u> 小さいい chiisai: small
33 長		<u>naga</u> (i)	<u>long</u> 長い nagai: long
34 短		<u>mijikai</u> (i)	<u>short</u> 短い mijikai: short
35 字		<u>ji</u>	written character かん字 kanji: Chinese character

Lesson 16

H. Homework Assignment

1. Listen to the tape and practice pronunciation.
2. Memorize the Dialogue.
3. Read the Grammar Notes.
4. Practice reading and writing of KANJI.

Adverb:

YOKO (横) Library 慢慢地 slowly; deliberately; leisurely

Lesson 16

I. Word List

1. Nouns

字 しょ	JISHO	dictionary
字 びき	JIBIKI	dictionary
わえい字 てん	WAEI JITEN	Japanese-to-English dictionary
えいわ字 てん	EIWA JITEN	English-to-Japanese dictionary
ことば	KOTOBA	word; language
アメリカ	AMERIKA	America; U.S.A.
カナダ	KANADA	Canada
メキシコ	MEKISHIKO	Mexico
イギリス	IGIRISU	Great Britain
モンテレー	MONTEREE	Monterey
サンフランシスコ	SAN FURANSHISUKO	San Francisco
サリナス	SARINASU	Salinas

2. I-adjectives

たかい	TAKAI	expensive
やすい	YASUI	cheap
おもい	OMOI	heavy
かるい	KARUI	light

3. Adverbs

たいてい	TAITEI	usually
------	--------	---------

Lesson 16

I. Word List, continued

ずっと	ZUTTO	by far; very much
もっと	MOTTO	more (See Gram. Notes)

4. Particles

--では	--DEWA	of, between, among (See Grammar Notes)
ぐらい	GURAI	as much as (See Grammar Notes)
ほど	HODO	to the extent (See Grammar Notes)
より	YORI	than (See Gram. Notes)

5. Functional expressions

---のほう	--NO HOO	side (See Gram. Notes)
どちらも	DOCHIRA MO	both
くらべてごらん なさい	KURABETE GORANNASAI	compare (and see)

6. Interrogative Pronouns

どっち	DOTCHI	which of two (See Grammar Notes)
どちら	DOCHIRA	which of two (See Grammar Notes)

Count:

20, 30, 40, 50, 60, 70, 80, 90,
100

Lesson 17

Objectives	Materials
<p>I. <u>Grammar:</u></p> <ol style="list-style-type: none"> 1. --NI NARIMASU 2. ONAJI 3. --KARA--MADE 	SENSEI <u>NI</u> <u>NARIMASHITA</u> . (A) TO (B) WA <u>ONAJI</u> DESU. ICHI <u>KARA</u> JUU <u>MADE</u> .
<p>II. <u>Writing System:</u></p> <p>Introduction of Kanji</p>	分、百、半、倍

LESSON 17

1-2. 1 2 3 4 5 **6²** 7 8 **9¹** 10

3. $9 > 6$

4. $5 + 6 = ?$ $5 + 6 = 11$

5. $14 \times \frac{1}{2} = ?$ $14 \times \frac{1}{2} = 7$

6. $50 \times \frac{1}{2} = ?$ $50 \times \frac{1}{2} = 25$

7. $3 \stackrel{?}{=} 6 \times \frac{1}{2}$ ✓

8. $6 \times \frac{1}{3} = ?$ $6 \times \frac{1}{3} = 2$

9. $24 \times \frac{1}{4} = ?$ $24 \times \frac{1}{4} = 6$

0. $6 \times 2 = ?$ $6 \times 2 = 12$

1. $4 \times 3 \stackrel{?}{=} 12$ ✓

2. $6 \times 2 \stackrel{?}{=} 4 \times 3$ ✓ {
 $6 \times 2 = 12$
 $4 \times 3 = 12$ }

3. $10 \times 10 = ?$ $10 \times 10 = 100$

4. Count:

20, 30, 40, 50, 60, 70, 80, 90,
 100.

Lesson 17

A. Dialogue

1. A: ごらんなさい。ここに すう字が たくさんあります。
これは 何ですか。
B: それは 九です。
2. A: この すう字は 何ですか。
B: それは 六です。
3. A: 九と六を くらべて ごらんなさい。
B: 九は 六より 大きいです。
4. A: 五と六で いくつになりますか。
B: 五と六で オーになります。
5. A: 十四の半分は 何ですか。
B: 十四の半分は 七です。
6. A: 五十の半分は 何ですか。
B: 五十の半分は 二十五です。
7. A: 三は 六の半分ですか。
B: はい、 そうです。
8. A: では、 六の三分の一は 何ですか。
B: 六の三分の一は ニです。

Lesson 17

A. Dialogue, continued

9. A: 二十九の四分の一は 何ですか。
 B: 二十九の四分の一は 六です。

10. A: 六の二倍は 何ですか。
 B: 六の二倍は 十ニです。

11. A: 四の三倍も 十ニですか。
 B: はい、 そうです。

12. A: では、 六の二倍と 四の三倍は おなじですか。
 B: はい、 そうです。 どちらも 十ニです。

13. A: 十の十倍は 何ですか。
 B: 十の十倍は 百です。

14. A: はい、 よく できました。 こんどは 十の二倍から
 十の十倍まで、 かぞえて こらんなさい。
 B: はい、 二十、 三十、 四十 または ヨン
 六十、 シテ七十 または サナ 八十、 クル九十 または キュウ
 百。

Lesson 17

B. Dialogue Translation

1. A: Look. There are many numerals here. What's this?
B: That is 9.
2. A: What is this numeral?
B: That is 6.
3. A: Compare 9 and 6 (and see).
B: 9 is larger than 6.
4. A: How much do 5 and 6 become?
B: 5 and 6 will become 11.
5. A: What is half of 14?
B: Half of 14 is 7.
6. A: What is half of 50?
B: Half of 50 is 25.
7. A: Is 3 half of 6?
B: Yes, that's right.
8. A: Then, what is one-third of 6?
B: One-third of 6 is 2.

Lesson 17

B. Dialogue Translation, continued

9. A: What is one-fourth of 24?

B: One-fourth of 24 is 6.

10. A: What is 2 times 6?

B: 2 times 6 is 12.

11. A: Is 3 times 4 also 12?

B: Yes, that's right.

12. A: Then, are 2 times 6 and 3 times 4 the same?

B: Yes, that's right. Both of them are 12.

13. A: What is 10 times 10?

B: 10 times 10 is 100.

14. A: You did well. This time count from 2 times 10 to
10 times 10.

B: Yes, NIJUU (20), SANJUU (30), SHIJUU (40) or YONJUU
(40), GOJUU (50), ROKUJUU (60), SHICHIJUU (70) or
NANAJUU (70), HACHIJUU (80), KUJUU (90) or KYUUJUU
(90), and HYAKU (100).

Lesson 17

C. Dialogue Adjunct

1. 十から 二十まで かぞえて こらんなさい。

十、十一、十二、十三、十四、十五、十六、
十七、十八、十九、二十。

二十から 三十まで かぞえて こらんなさい。

二十、二十一、二十二、二十三、二十四、二十五、
二十六、二十七、二十八、二十九、三十。

三十から 四十まで かぞえて こらんなさい。

三十、三十一、三十二、三十三、三十四、三十五、
三十六、三十七、三十八、三十九、四十。

2. 十の半分は 五です。

九の三分の一は 三です。

九の三分の二は 六です。

十二の四分の一は 三です。

十二の四分の三は 九です。

十の五分の一は 二です。

十の五分の二は 四です。

十の五分の三は 六です。

十の十分の一は 一です。

百の百分の一は 一です。

百の百分の三は 三です。

Lesson 17

C. Dialogue Adjunct, continued

3. 二の二倍は四です。

二の三倍は六です。

三の四倍は十二です。

二の五倍は十です。

三の六倍は十八です。

五の七倍は三十五です。

二の八倍は十六です。

四の九倍は三十六です。

七の十倍は七十です。

一の百倍は百です。

Lesson 17

D. Pattern Drill

Pattern 1:

五と六で" ターに なります。

a. Examples:

- (1) ニとニで" 四に なります。
- (2) ナとニナで" 三十に なります。
- (3) 私は ぐん人に なりました。
- (4) あのかたは しょうこうに なりました。

b. For question and response:

- (1) A: 三と五で" いくつに なりますか。

B: 三と五で" 八に なります。

- (2) A: たむらさんは しょういに なりましたか。

B: いいえ、たむらさんは しょうきに なりました。

- (3) A: スミスさんは 何に なりましたか。

B: スミスさんは ぐん人に なりました。

Lesson 17

D. Pattern Drill, continued

Pattern 2:

- A. 六の二倍 と 四の三倍 は おなじです。
- B. 六の二倍 は 四の三倍 と おなじです。
- C. おなじ いろの はなが 二つあります。
- D. 六と九は おなじでは ありません。

a. Examples:

- (1) この本と その本は おなじです。
- (2) 私のぼうしと あなたのぼうしは おなじではありません。
- (3) これは それと おなじです。
- (4) ここに おなじ はなが 二つあります。

b. For question and response:

- (1) A: 三の二倍と ニの三倍は おなじですか。
B: はい、 おなじです。 どちらも 六です。
- (2) A: きょうしと センせいは おなじいみですか。
B: はい、 おなじ いみです。
- (3) A: 三の二倍は 十二の半分と おなじですか。
B: はい、 おなじです。 どちらも 六です。

Lesson 17

D. Pattern Drill, continued

Pattern 3:

一 から 十 まで かぞえて ごらんなさい。

a. Examples:

- (1) ニ十 から 百 まで かぞえて ごらんなさい。
- (2) 私は モンテレーから サンフランシスコ まで バスで 行きました。
- (3) あの かたは モンテレー から カーメル まで ある きました。
- (4) 私は 日本 から 来ました。
- (5) 私は シカゴ まで 行きました。

b. For question and response:

- (1) A: あなたは どこ から 来ましたか。

B: 私は 日本 から 来ました。

- (2) A: 十一 から ニ十 まで かぞえて ごらんなさい。

B: はい、十一、十二、十三、十四、十五、十六、十七、十八、十九、二十。

- (3) A: あなたは モンテレー から どこ まで 行きましたか。

B: モンテレー から サンフランシスコ まで 行きました。

Lesson 17

E. Translation, Pattern Drill

Pattern 1:

Five (5) and six (6) become eleven (11).

a. Examples:

- (1) Two (2) and two (2) become four (4).
- (2) Ten (10) and twenty (20) become thirty (30).
- (3) I became a soldier.
- (4) He became an officer.

b. For question and response:

(1) A: How much do 3 and 5 become?

B: 3 and 5 become 8.

(2) A: Did Mr. Tamura become a second lieutenant?

B: No, Mr. Tamura became a major.

(3) A: What has Mr. Smith become?

B: Mr. Smith became a soldier.

(4) A: How far did you ~~fan~~ go from Monterey?

~~I went on the San Francisco train~~

~~to find an office at San Francisco~~

~~and to find an office at San Francisco~~

Lesson 17

E. Translation, Pattern Drill, continued

Pattern 2:

- A. 2 times 6 and 3 times 4 are the same.
- B. 2 times 6 is the same as 3 times 4.
- C. There are two of the same color flowers.
- D. 6 and 9 are not the same.

a. Examples:

- (1) This book and that book are the same.
- (2) My hat and your hat are not the same.
- (3) This is the same as that.
- (4) There are two of the same flowers here.

b. For question and response:

- (1) A: Are 2 times 3 and 3 times 2 the same?
B: Yes, they are the same. Both of them
are 6.
- (2) A: Do KYOOSHI and SENSEI have the same
meaning?
B: Yes, they have the same meaning.
- (3) A: Is 2 times 3 the same as half of 12.
B: Yes, they are the same. Both of them
are 6.

Lesson 17

E. Translation, Pattern Drill, continued

Pattern 3:

Count from 1 to 10, please.

a. Examples:

- (1) Count from 20 to 100, please.
- (2) I went from Monterey as far as San Francisco by bus.
- (3) He walked from Monterey as far as Carmel.
- (4) I came from Japan.
- (5) I went as far as Chicago.

b. For question and response:

- (1) A: From where did you come?
B: I came from Japan.
- (2) A: Count from 11 to 20, please.
B: Yes, eleven, twelve, thirteen, fourteen,
fifteen, sixteen, seventeen, eighteen,
nineteen, twenty.
- (3) A: How far did you go from Monterey?
B: I went as far as San Francisco from
Monterey.

Lesson 17

F. Grammar Notes

1. --NI NARIMASU

The word NARIMASU is an intransitive verb and it corresponds to the English linking or copulative verb 'to become.' In Japanese, a predicate noun for the verb NARIMASU is denoted by the particle NI, and the phrase noun plus NI is placed before the verb as shown in Pattern 1 of this lesson and examples.

GO TO ROKU DE JUUICHI NI NARIMASU.

"Five and six become eleven."

WATAKUSHI WA KYOOSHI NI NARIMASHITA.

"I became a teacher."

ANOKATA WA GUNJIN NI NARIMASHITA.

"He became a soldier."

2. ONAJI

The word ONAJI 'the same' functions both as a noun and as a pre-substantive. It works as a noun when followed by forms of the copula DESU as in Pattern A and B of Pattern 2 of this lesson. It works as a pre-substantive like KONO, SONO, and ANO when immediately followed by a

Lesson 17

E. Translation, Pattern Drill, continued

substantive, e.g.,

ONAJI IRO

'the same color'

ONAJI TSUKUE

'the same desk'

ONAJI TOKORO

'the same place'

ONAJI GAKKOO

'the same school'

ONAJI HITO

'the same people'

(A) TO (B) WA ONAJI DESU.

"(A) and (B) are the same."

(A) WA (B) TO ONAJI DESU.

"(A) is the same as (B)."

(A) TO (B) WA ONAJI IRO DESU.

"(A) and (B) are the same color."

3. TO

In example B of Pattern 2 in this lesson, (A) WA (B) TO ONAJI DESU is translated as "(A) is the same as (B)."

4. Particle KARA

a. KARA is a particle and it has several different functions. In this lesson, it is used to indicate the point

Lesson 17

E. Translation, Pattern Drill, continued

from which an action starts. That is, following nouns and numerals, it means 'from,' e.g.,

NIPPON KARA 'from Japan'

KOKO KARA 'from here'

KYOOSHITSU KARA 'from the classroom'

ICHI KARA 'from one'

IMA KARA 'from now'

b. KARA, following KORE 'this,' 'SORE 'that,' and ARE 'that,' means 'after,' e.g.,

KORE KARA 'after this'

SORE KARA 'from now on'

ARE KARA 'after that'

c. Other functions of the particle KARA will be discussed in subsequent lessons.

5. Particle MADE

MADE is also a particle and it, too, has several functions. In this lesson, it is used to denote the point to which an action or state extends. In other words, placed after nouns, it means 'to,' 'as far as,' 'up to.'

Review Pattern 2, Lesson 13 and Pattern 4, Lesson 14 where the particles E and NI are used to denote the point

Lesson 17

E. Translation, Pattern Drill, continued

of arrival of an action and compare the following three sentences.

a. TOKYO KARA OSAKA MADE IKIMASHITA.

"I went from Tokyo as far as Osaka."

b. TOKYO KARA OSAKA E IKIMASHITA.

"I went from Tokyo to Osaka."

c. TOKYO KARA OSAKA NI IKIMASHITA.

"I went from Tokyo to Osaka."

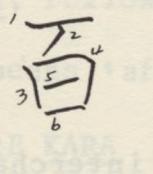
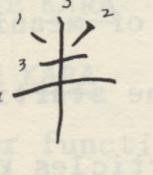
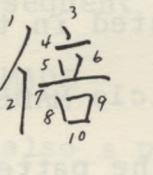
The above sentences (b) and (c) are interchangeable, but sentence (a) has a slight difference of meaning. When the speaker is primarily interested in the starting point and the point of arrival, he uses the particles KARA and E or NI; however, when he is also interested in the space between the two points, he uses the particle MADE instead of E or NI. Thus, the particle MADE in the pattern ICHI KARA JUU MADE KAZOETE GORANNASAI, "Count from 1 to 10, please," cannot be replaced by the particle E or NI.

Other uses of the particle MADE will be introduced later in the course.

Lesson 17

E. Translation Patterns G. Exercises in Writing System

from which an action starts. That is, following nouns and numerals, it means "from," e.g.,

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
36 分		BUN	<u>part</u> 三分の一 sanbun-no-ichi: one-third
37 百		HYAKU	<u>hundred</u>
38 半		HAN	<u>half</u> 半分 hanbun: half
39 倍		BAI	<u>times; twice</u> 二倍 nibai: two times

Review pattern 3, Lesson 13 and pattern 5, Lesson 14 where the particles も and と are used to denote the point

Lesson 17

H. Homework Assignment

1. Listen to the tape and practice pronunciation.
2. Memorize the Dialogue.
3. Read the Grammar Notes.
4. Practice reading and writing of Kanji.

<u>particles</u>	<u>particulars</u>	<u>from</u> (See <u>Grammar Notes</u>)
まで	KARA	JUIN-ICHI
まで	SI	JUIN-MI
Functional expressions		
ごらんなさい	JI	JUIN-SAN
がでえてごらん	IHI	IHI-UJU
書きい	IISANITSU	JUIN-QO
あなた	IICHIGOKU	JUIN-RON
こんでは	TA	JUIN-SHICHU
までは	IE	JUIN-HUCHI
	II	JUIN-KU

Lesson 17

I. Word List

1. Nouns

すう字	SUUJI	numeral, number
半分	HANBUN	half
三分の一	SANBUN NO ICHI	one-third (1/3)
三分の二	SANBUN NO NI	two-thirds (2/3)
四分の一	YONBUN NO ICHI	one-fourth (1/4)
五分の一	GOBUN NO ICHI	one-fifth (1/5)
二倍	NIBAI	two times (twice)
三倍	SANBAI	three times
十倍	JUUBAI	ten times

2. Numerals

十一	JUU-ICHI	11
十二	JUU-NI	12
十三	JUU-SAN	13
十四	JUU-SHI	14
十五	JUU-GO	15
十六	JUU-ROKU	16
十七	JUU-SHICHI	17
十八	JUU-HACHI	18
十九	JUU-KU	19

Lesson 17

I. Word List, continued

二十	NI JUU	20
三十	SAN JUU	30
四十	YON JUU	40
五十	GO JUU	50
六十	ROKU JUU	60
七十	NANA JUU	70
八十	HACHI JUU	80
九十	KYUU JUU	90
百	HYAKU	100

3. Particles

から	KARA	from (See Gram. Notes)
まで	MADE	as far as, to (See Gram. Notes)

4. Functional expressions

ごらんなさい	GORAN NASAI	look, take a look
かぞえてごらん なさい	KAZOETE GORAN NASAI	count, please
おなじ	ONAJI	the same (See Gram. Notes)
こんどは	KONDO WA	this time
または	MATA WA	or

Lesson 17

I. Word List, continued

5. Verbs

-- いくなります

--NI NARIMASU become (See Gram. Notes)

三十分

GO SANBUN GOJINMON HONMAYU 30 one-third (1/3)

三分の二

DO SANBUN NIISANMON HONMAYU two-thirds (2/3)

四十分

OT YONDUN HONDAWN MINNAH one-fourth (1/4)

五十分

OS GOMON HONDAWN MINNAH one-fifth (1/5)

二倍

DOBIIN DO two times (two-fold)

三倍

DOSANBAI DOHAKU three times (three-fold)

十倍

TENBAI TEN ten times (ten-fold)

from (See Gram. Notes)

KARA

十一本 (See Gram. Notes)

TENMABE

一本 (See Gram. Notes)

ICHIBE

二本 (See Gram. Notes)

NINBEBE

三本 (See Gram. Notes)

SANBEBE

四本 (See Gram. Notes)

YONBEBE

五本 (See Gram. Notes)

GORAN MASAI

六本 (See Gram. Notes)

ROKUBEBE

七本 (See Gram. Notes)

SHIBEBE

八本 (See Gram. Notes)

HACHIBEBE

九本 (See Gram. Notes)

KONOBI BEBE

十本 (See Gram. Notes)

JUHIBEBE

十一本 (See Gram. Notes)

JUJIBEBE

十二本 (See Gram. Notes)

JUJUHIBEBE

十三本 (See Gram. Notes)

JUJUJIBEBE

十四本 (See Gram. Notes)

JUJUJUHIBEBE

十五本 (See Gram. Notes)

JUJUJUJIBEBE

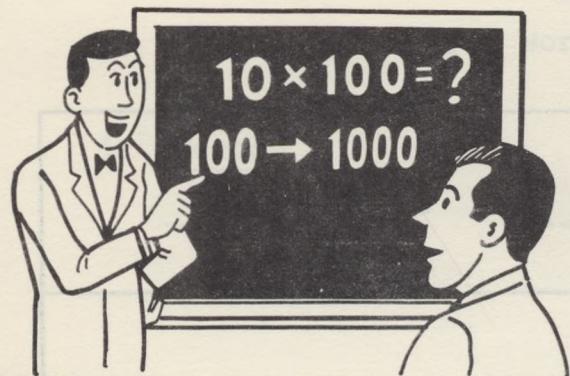
LESSON 18

Objectives	Materials
<p>I. <u>Grammar:</u></p> <ol style="list-style-type: none"> 1. Particle TO to indicate a condition 2. --WA--GA WA to indicate the general topic and GA to shift attention. 3. Numerals 	<p>ATUSI <u>TO</u> IKIMASEN. KONO HANA <u>WA</u> IRO <u>GA</u> II DESU</p>
<p>II. <u>Writing System:</u> Introduction of new Kanji</p>	<p>千、万、百、十</p>

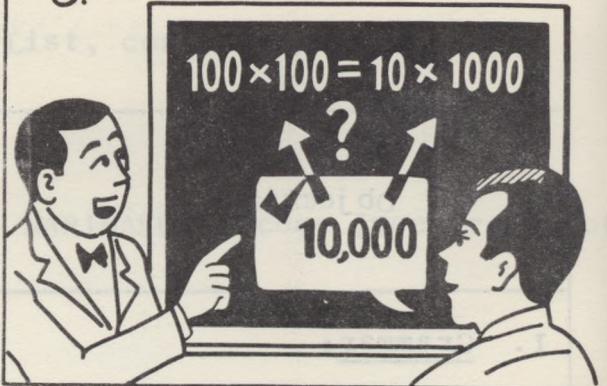
JA.

LESSON 18

1-2



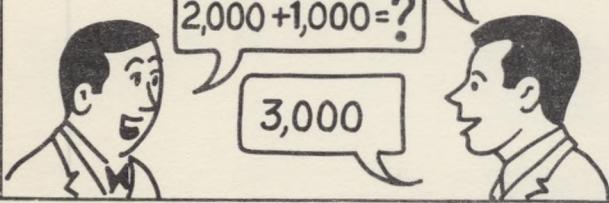
3.



$$10 \times 10,000 = 100,000 ?$$

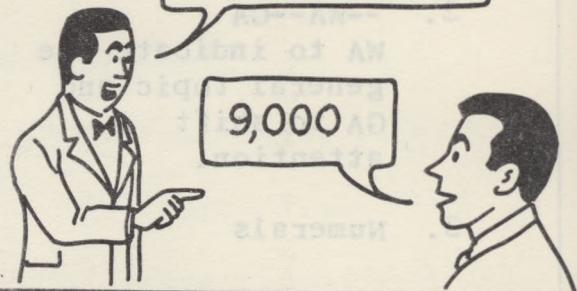
4-5

$$\checkmark 100 \times 10,000 = 1,000,000$$



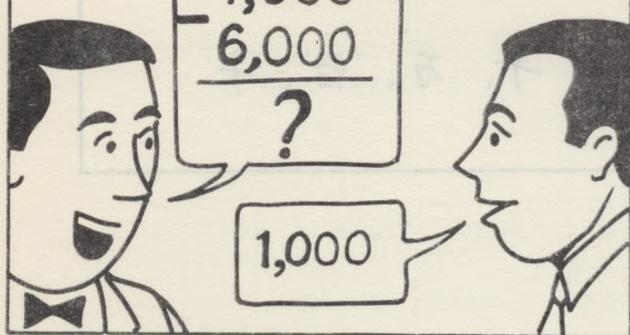
$$5,000 + 4,000 = ?$$

6.



$$\begin{array}{r} 7,000 \\ - 6,000 \\ \hline ? \end{array}$$

7.



8.



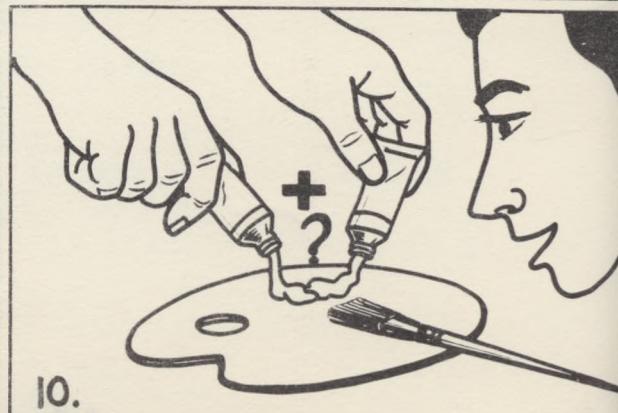
2

8

9.



10.



Lesson 18

A. Dialogue

1. A: 百の十倍は 何ですか。
B: 百の十倍は 千です。
2. A: 百から 千まで かぞえてごらんなさい。
B: はい、かぞえます。 百、二百、三百、四百、五百、六百、七百、八百、九百、千。
3. A: 百の百倍と 千の十倍は おなじですか。
B: はい、おなじです。 どちらも 一万です。
4. A: 一万の十倍は 十万ですか。
B: はい、そうです。 そして、一万の百倍は 百万です。
5. A: 千に 二千を たすと、いくつになりますか。
B: 三千になります。
6. A: 四千に 五千を たすと、いくつになりますか。
B: 九千になります。
7. A: では、七千から 六千を ひくと、いくつになりますか。
B: 千のこります。

A: Then, when you subtract 6,000 from 7,000, what remains?
B: 1,000 remains.

LESSON 18

Lesson 18

A. Dialogue, continued

8. A: ここに はなが 十ありますね。
このはなは においか いいですか。

B: いいえ、においは よくはありません。
においか わるいです。

9. A: この 十のはなから ニつのはなを とると、
いくつ のりますか。

B: 八つのります。

10. A: あかい いろに きいろい いろを ませると、
どんないろになりますか。

B: ももいろになります。

Lesson 18

B. Dialogue Translation

1. A: What is 10 times 100?

B: 10 times 100 is 1,000.

2. A: Please count from 100 to 1,000.

B: Yes, I'll count. HYAKU (100), NIHYAKU (200),

SANBYAKU (300), YONHYAKU (400), GOHYAKU (500),

ROPPYAKU (600), NANAHYAKU (700), HAPPYAKU (800),

KYUUHYAKU (900), SEN (1000).

3. A: Is 100 times 100 the same as 10 times 1,000?

B: Yes, they are the same. Both of them are 10,000.

4. A: Is 10 times 10,000, 100,000?

B: Yes, that's right. And 100 times 10,000 is 1,000,000.

5. A: When you add 2,000 to 1,000, how much will it become?

B: It will become 3,000.

6. A: When you add 5,000 to 4,000, how much will it become?

B: It will become 9,000.

7. A: Then, when you subtract 6,000 from 7,000, what remains?

B: 1,000 remains.

Lesson 18

B. Dialogue Translation, continued

8. A: There are 10 flowers here, aren't there?

As for this flower, is the smell good?

B: No, the smell is not good. The smell is bad.

9. A: When you take 2 flowers from these 10 flowers, how many flowers will remain?

B: 8 remain.

10. A: When you mix a yellow color to a red color, what sort of color will it become?

B: It will become a pink color.

300

300

300

300

300

Lesson 18

C. Dialogue Adjunct

1. 一、十、百、千、万、十万、百万、千万、一おく

2. 8 / 43, 21 / 5,762

HACHIOKU, YONSEN-SANBYAKU-NIJUU-ICHIMAN

GOS EN-NANAHYAKU-ROKUJUU-NI

3. 1 / 23, 45 / 6, 789

ICHIOKU, NISEN-SANBYAKU-YONJUU-

GOMAN, ROKUSEN-NANAHYAKU-HACHI JUU-KU

Lesson 18

B. Dialogue I continued
D. Pattern Drill

Pattern 1: There are 10 flowers here, aren't there?

A: 五に五をたすと、十になります。

B: No, the smell is not good. The smell is bad.

a. Examples:

(1) 三に六をたすと、九になります。

(2) 十から三をひくと、七がのこります。

(3) もう少し長いと、いいです。

(4) あまりむずかしいと、せいとはならないません。

(5) あんまりさむいと、行きません。

(6) せんせいがゆっくり(slowly)はなすと、よくわかります。

b. For question and response:

(1) A: 百に二百をたすと、いくつになりますか。

B: 三百になります。

(2) A: 千から五百をひくと、何がのこりますか。

B: 五百がのこります。

(3) A: あんまりあついと、あなたは行きませんか。

B: はい、あんまりあついと、私は行きません。

Lesson 18

D. Pattern Drill, continued

pattern 2:

このはな は におい が いいです。

a. Examples:

- (1) このかびんは いろか" いいです。
- (2) あの人は あしか" なか" いいです。
- (3) 私は 目が 小さいです。 (A)
- (4) あのかたは はか" わるいです。
- (5) あのせんせいは 耳が 大きいです。 good.

b. For question and response:

- (1) A: このさかなは においが いいですか。
B: いいえ、そのさかなは においが わるいです。
- (2) A: このももは いろか" いいですね。
B: ええ、そのももは いろか" いいです。
- (3) A: あのせんせいは 耳が 大きいですね。
B: ええ、耳が かなり 大きいです。

Lesson 18

81-1881

E. Translation, Pattern Drill

81-1881

Pattern 1:When you add 5 to 5, it will become 10.

a. Examples:

- (1) When you add 6 to 3, it will become 9.
- (2) When you subtract 3 from 10, 7 remains.
- (3) It would be good if it were a little longer.
- (4) If it is too difficult, students won't learn it.
- (5) If it is too cold, I won't go.
- (6) When the teacher speaks slowly, I understand well.

b. For question and response:

- (1) A: When you add 200 to 100, how much will it become?
B: It will become 300.
- (2) A: When you subtract 500 from 1,000, what will remain?
B: 500 will remain.

Lesson 18

E. Translation, Pattern Drill, continued

1. particle TO--if or when

(3) A: Would you go if it were too hot?

B: No, I wouldn't go if it were too hot.

Pattern 2:As for this flower, the smell is good.

(This flower smells good.)

a. Examples:

(1) As for this flower vase, the color is good.

(The color of this flower vase is good.)

(2) As for him, legs are long.

(He has long legs.)

(3) As for me, eyes are small.

(I have small eyes.)

(4) As for him, teeth are bad.

(He has bad teeth.)

(5) As for that teacher, ears are big.

(That teacher has big ears.)

Lesson 18

E. Translation, Pattern Drill, continued

b. For question and response:

(1) A: Does this fish smell good?

B: No, that fish smells bad.

(2) A: This peach has good color, hasn't it?

B: Yes, that peach has good color.

(3) A: That teacher has big ears, hasn't he?

B: Yes, he has fairly large ears.

learn it.

Example

B

(good is good, the good, good is good)

(boog ni yessew mawol, siid boog ni yessew mawol, I under-

stand you say that, did not SA (2)

(agel gaoi and eh)

(tines bis moy, am not SA (3))

(A: When you add 500 to 500, how much will
(.esse tines gaoi))

it become?

(bad ees djeet, am not SA (4))

B: It will become 1000.

(.djeet bad eed eh)

(agid ees taegep, am not SA (5)), what

(taegep taegep, am not SA (6))

B: 500 will remain.

Lesson 18

F. Grammar Notes

1. Particle TO--'if' or 'when'

The particle TO in this lesson follows the basic ending (dictionary form) of verbs and i-adjectives to express a condition for the succeeding statement, and it is translated into English as 'if' or 'when.' The statement that precedes TO in each of the examples in pattern 1 is the condition for the statement that follows TO.

When the particle TO follows the basic ending of i-adjectives, it always indicates a condition for the succeeding statement.

AMMARI ATSUI TO IKIMASEN.

"If it's too hot, I'll not go."

AMMARI MUZUKASHII TO NARAIMASEN.

"If it is too difficult, I won't learn."

2. Numerals as mathematic numbers

a. When numerals are used as counters, such particles as GA, WA, or O are omitted after numerals. (Refer to Grammar Note No. 4 in Lesson 10.)

b. However, when numerals are used as mathematical numbers, GA, WA, or O will be used, e.g.,

Lesson 18

B. Translation, reading drill, continued

F. Grammar Notes, continued

B. (1) HYAKU KARA GOJUU TORU TO, GOJUU NOKORIMASU.

(1) "When you take away 50 (objects) from 100 (objects), 50 (objects) will remain."

B. (2) GOHYAKU KARA SANBYAKU O HIKU TO, NIHYAKU GA NOKORIMASU.

(2) "When you subtract 300 (numbers) from 500 (numbers), 200 (numbers) will remain."

3. --WA--GA--

WA sets off the topic the speaker is going to talk about. It can be considered as an attention shifter. It makes the words preceding it set the stage for the sentence and serves as background for what the speaker is going to say. Therefore, when WA and GA are used in a simple sentence, WA sets off a general topic and GA gives a specific topic.

Examples:KONO HANA WA IRO GA II DESU.

"As for this flower, the color is good."

ANOKATA WA ME GA WARUI DESU.

"As for him, eyes are bad."

Lesson 18

F. Grammar Notes, continued

4. Numerals:

a. There are three sets of numerals up to ten.

A	B	C
1. ICHI	HITOTSU	HITO--
2. NI	FUTATSU	FUTA--
3. SAN	MITTSU	MI--
4. SHI, YON	YOTTSU	YO--
5. GO	ITSUTSU	ITSU--
6. ROKU	MUTTSU	MU--
7. SHICHI	NANATSU	NANA--
8. HACHI	YATTSU	YA--
9. KU, KYUU	KOKONOTSU	KOKONO--
10. JUU	TOO	TOO--

Set A is borrowed from Chinese. Sets B and C are native. Set C is an abbreviation of Set B. Sets A & B may be used for counting. Set C is strictly adjectival and is always prefixed to certain nouns or counters.

Lesson 18

F. Grammar Notes, continued

b. The pattern followed after ten is as follows:

11. JUUICHI	21. NIJUUICHI
12. JUUNI	22. NIJUUNI
13. JUUSAN	23. NIJUUSAN
14. JUUSHI	24. NIJUUSHI
15. JUUGO	25. NIJUUGO
16. JUUROKU	26. NIJUUROKU
17. JUUISHICHI	27. NIJUUSHICHI
18. JUUHACHI	28. NIJUUHACHI
19. JUUKU	29. NIJUUKU
20. NIJUU	30. SANJUU

Thus, the number of tens indicated by the number prefixed to JUU, like YONJUU, GOJUU, ROKUJUU, etc., and the number of added units is indicated by the number suffixed to JUU, like YONJUU-ROKU, YONJUU-SHICHI, etc. Numbers exceeding one hundred also follow these patterns.

c. Other numbers are:

0	ZERO or REI
100	HYAKU
200	NIHYAKU

Lesson 18

F. Grammar Notes, continued

300	SANBYAKU
600	ROPPYAKU
800	HAPPYAKU
1000	SEN
3000	SANZEN
8000	HASSEN
10,000	ICHIMAN or MAN
100,000	JUUMAN
1,000,000	HYAKUMAN
10,000,000	ISSENMAN or SENMAN
100,000,000	ICHIOKU

It is important for the student to memorize not only the digits from one to ten but also the following Japanese numbers as follows:

(1) NIHYAKU-SANJU-KYUNOKU

HASSEN-MINAHAYAKU-ROJU-JU-GONEN

YONZEN-SANBYAKU-NIJU-ICHI

(2) NIHYAKU-JUU-KYUNOKU

GOHASSEN-MINAHAYAKU-ROJUUNI-KUUNI

SANSEN-HAYAKU-NIJU-YON

Lesson 18

F. Grammar Notes, continued

d. Examples:

	OKU				MAN							
	2	3	9	8	7	6	5	4	3	2	1	
(1)												
(2)	2	1	9	8	7	6	2	3	1	2	4	ICHI(1)
												JUU(10)
												hyaku (100)
												sen (1,000)
												man (10,000)
												juu(man) (100,000)
												hyaku (man) (1,000,000)
												sen (man) (10,000,000)
												oku (100,000,000)
												juu (oku) (1,000,000,000)
												hyaku (oku) (10,000,000,000)

The above numbers are read as follows:

(1) NIHYAKU-SANJUU-KYUUOKU,

HASSEN-NANAHYAKU-ROKUJUU-GOMAN,

YONSEN-SANBYAKU-NIJUU-ICHI.

(2) NIHYAKU-JUU-KYUUOKU,

HASSEN-NANAHYAKU-ROKUJUU-NIMAN,

SANZEN-HYAKU-NIJUU-YON.

Lesson 18

F. Grammar Notes, continued

Note that in Japanese the digits from one (1) to ten (10) are simple words. From eleven (11) to nineteen (19), they are compound words consisting of JUU (10) plus one of the other digits. The even tens like 20, 30, 40, 50, etc., are compound words consisting of one of the digits plus JUU (10). Thus, the Japanese reads 15 as 'ten-five' and 50 as 'five-ten.' That is, if the first element is larger than the second, the compound is like an addition problem ($10 + 5$); if the first element is smaller than the second, the compound is like a multiplication problem (5×10). Note also that the hundreds and thousands work like the tens, and other numerals like 4,321 and 124 consist of a phrase of several words.

It is important for the student to memorize not only the digits from one to ten but also the following simple words:

HYAKU *og si ee se* 100 "one hundred"

SEN	1,000
-----	-------

MAN	10,000
-----	--------

OKU	100,000,000
-----	-------------

Lesson 18

F. Grammar Notes, continued

It is also important to note that the words HYAKU (100) and SEN (1,000) undergo changes in the pronunciation in certain compounds:

300	<u>SANBYAKU</u>
600	<u>ROPPYAKU</u>
800	<u>HAPPYAKU</u>
1,000	<u>ISSEN</u> (or SEN)
3,000	<u>SANZEN</u>
8,000	<u>HASSEN</u>

5. II and YOI

The word YOI is an i-adjective and it inflects just like any other i-adjectives. However, the form II is more colloquial than the form YOI when used attributively and as a predicate adjective, e.g.,

KONO KABIN WA II DESU (used as a predicate adjective)

"This flower vase is good."

KORE WA II KABIN DESU. (used attributively)

"This is a good flower vase."

Lesson 18

F. Grammar Notes, continued

1. Listen to the tape for the pronunciation.

KONO HANA WA YOKU WA ARIMASEN.

KANJI	Stroke Order	Radical	Memory
良	フ	フ	"This flower is not good."
二	フ	フ	two fingers
三	フ	フ	three fingers
四	フ	フ	six fingers
五	フ	フ	double fingers
六	フ	フ	spine fingers
七	フ	フ	spine fingers
八	フ	フ	spine fingers
九	フ	フ	spine fingers
十	フ	フ	spine fingers
十一	フ	フ	spine fingers
十二	フ	フ	spine fingers

Lesson 18

G. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
40 千		<u>SEN</u>	<u>thousand</u> 二千 nisen: two thousand
41 万		<u>MAN</u>	<u>ten thousand</u> 二万 niman: twenty thousand
百	See Kanji No. 37 Lesson 17	<u>BYAKU</u> <u>PYAKU</u>	<u>hundred</u> 三百 sanbyaku: three hundred 六百 roppyaku: six hundred
千	See Kanji No. 41 Lesson 17	<u>ZEN</u>	<u>thousand</u> 三千 sanzen: three thousand

"This flower vase is good."

KORE WA II XABIN DESU. (used attributively)

"This is a good flower vase."

Lesson 18

H. Homework Assignment

1. Listen to the tape and practice pronunciation.
2. Memorize the Dialogue.
3. Read the Grammar Notes.
4. Practice reading and writing of KANJI.

1. <u>Adjective</u>	200	GOKUYAKI	ゴクヤキ
	300	HIKO	ヒコ
	400	ROPPAKU	ロッパク
	500	TORU	トル
	600	NAKAYAKI	ナカヤキ
	700	NAZU	ナズ
	800	WATAYAKI	ワタヤキ
	900	NOCHI MASU	ノチマス
	1,000	KUNYAKI	クニヤキ
2. <u>Adverbs</u>	1,000	KAZOBASU	カゾバシ
	2,000	NISEN	ニセン
	3,000	SUNSEN	サンセン
	4,000	YONSEN	ヨンセン
	5,000	GOROSEN	ゴロセン
	6,000	YOKUSIN	ヨクシン
3. <u>Participle</u>	7,000	SHICHTSEN	シチクセン
	8,000	HASSSEN	ハッセン
	9,000	KURGEN	クルゲン
4. <u>adverb</u>	10,000	IECHIMAN	イエチマン
	100,000	TURKURE	トルクル
	1,000,000	JAMOUN	ヤムーン

Lesson 18

G. Japanese I. Word List System

1. KANJI

1. Numerals

KANJI	二百	NIHYAKU	200
	三百	SANBYAKU	300
40	四百	YONHYAKU	400
	五百	GOHYAKU	500
	六百	ROPPYAKU	600
41	七百	NANAHYAKU	700
	八百	HAPPYAKU	800
	九百	KYUUHYAKU	900
	千	SEN	1,000
	二千	NISEN	2,000
	三千	SANZEN	3,000
	四千	YONS EN	4,000
	五千	GOS EN	5,000
	六千	ROKUS EN	6,000
	七千	SHICHISEN	7,000
	八千	HASS EN	8,000
	九千	KYUUS EN	9,000
	一万	ICHIMAN	10,000
	十万	JUUMAN	100,000

Lesson 18

I. Word List, continued

百万 HYAKUMAN 1,000,000

一おく ICHIOKU 100,000,000

2. verbs

たす TASU to add (v.t.)

ひく HIKU to subtract (v.t.)

とる TORU to take (v.t.)

ませる MAZERU to mix (v.t.)

のこります NOKORIMASU polite form of
NOKORU (v.i.)
to remain

かぞえます KAZOEMASU polite form of
KAZOERU (v.t.)
to count

3. I-adjectives

いい II good (See Gram. Notes)

わるい WARUI bad

よい YOI good (See Gram. Notes)

4. particle

と TO if, when, whenever
(See Grammar Notes)

5. Adverb

ゆっくり YUKKURI slowly; deliberately;
leisurely

Vol II (Les 7-18)

Alphabetical Word List

<u>Japanese</u>	<u>Romaji</u>	<u>English equivalent</u>	<u>Les No.</u>
(a)			
あかい	AKAI	red	7
あかんぼう	AKANBOO	baby	12
あけます	AKEMASU	I'll open	13
あまり--ん	AMARI--N	not too (much)	11
アメリカ	AMERIKA	America	16
アメリカじん	AMERIKA-JIN	American	9
あおい	AOI	blue	7
ありがとうございます	ARIGATOO GOZAIMASU	Thank you	13
あるきます	ARUKIMASU	I'll walk	14
あそこ	ASOKO	over there	10
あすこ	ASUKO	over there	10
(b)			
べいこく	BEIKOKU	U.S.A.	15
べいこくじん	BEIKOKU-JIN	American	9
ビン	BIN	bottle	7
(c)			
ちやいろ	CHAIRO	brown	11
ちっとも	CHITTO MO	not even a little	15

ちゅうい	CHUUI	first lieutenant	8
ちゅうさ	CHUUSA	lieutenant colonel	8
(d)			
だれ	DARE	who?	9
で	DE	--is and	9
で	DE	with	14
で	DE	at, in	15
できます	DEKIMASU	speak	15
でも--でも ありません	DEMO--DEMO ARIMASEN	neither--nor	10
では	DEWA	of, between	16
ドイツ	DOITSUGO	German language	9
ドイツじん	DOITSUJIN	German (people)	9
どんな	DONNA	what kind of; what sort of	7
どちら	DOCHIRA	which of two	16
どちらも	DOCHIRA MO	both	16
どっち	DOTCHI	which of two	16
(e)			
へ	E	to	13
ええ	EE	yes	11
ええと	EETO	well, let me see	7
えいご	EIGO	English language	9
えいこくじん	EIKOKUJIN	Englishman	9

(f)

フランスご	FURANSU-GO	French language	9
フランスじん	FURANSU-JIN	Frenchman	9
二人	FUTARI	two people	12
ふたつ	FUTATSU	two	10
ふとい	FUTOI	fat, thick	7

(g)

か"	GA	but	8
かいこくご	GAIKOKU-GO	foreign language	9
かいこくご かくこう	GAIKOKUGO GAKKOO	foreign language school	9
五	GO	five	12
五分の一	GOBUN-NO-ICHI	one-fifth (1/5)	17
ごちょう	GOCHOO	corporal	8
五百	GOHYAKU	500	18
五十	GOJUU	fifty	17
五人	GONIN	five people	12
ごらんなさい	GORAN NASAI	look, take a look	17
五千	GOSSEN	5,000	18
ぐんそう	GUNSOO	sergeant	8
ぐらい	GURAI	about	12
ぐらい	GURAI	as much as	16

(h)			(r)
八	HACHI	eight	12
八十	HACHI JUU	eighty	17
八人	HACHININ	eight people	12
はな	HANA	flower	7
はなします	HANASHIMASU	I'll talk	14
半分	HANBUN	half	17
八百	HAPPYAKU	800	18
八千	HASSEN	8,000	18
へや	HEYA	room	10
ひだり	HIDARI	left	10
ひく	HIKU	to subtract	18
ひらがな	HIRAGANA	HIRAGANA syllabary	15
人	HITO	people	12
一人	HITORI	one person	12
一人も---ん	HITORI MO--N	there is not even one person	12
ひとつ	HITOTSU	one	10
ほど	HODO	to the extent	16
ほうぐかご	HOOGU KAGO	wastepaper basket	7
ほそい	HOSOI	thin, narrow	7
百	HYAKU	100	17
百万	HYAKUMAN	one million	18

(i)

一	ICHI	one	12
一万	ICHI-MAN	10,000	18
イギリス	IGIRISU	Great Britain	16
イギリスじん	IGIRISU-JIN	Englishman	9
いい	II	good	18
行きます	IKIMASU	I'll go	13
いく人	IKUNIN	how many people	12
いくつ	IKUTSU	how many	10
いくつ	IKUTSU	how old	12
いま	IMA	now, just now	13
居ます	IMASU	there is, there are	12
いみ	IMI	meaning	15
インキ	INKI	ink	7
いろ	IRO	color	7
いろがみ	IROGAMI	colored paper	11
いろいろな	IROIRO NA	various	14
いろいろの	IROIRO NO	various	14
いと	ITO	string, thread	7
いつつ	ITSUTSU	five	10
いっとうぐんそう	ITTOO GUNSOO	sergeant first class	8
いっとうへい	ITTOOHEI	private 2	8

(j)

じ	JI	character; word	14
字しょ、字びき	JISHO, JIBIKI	dictionary	16
じょうとうへい	JOOTOO-HEI	private first class	8
じゅんい	JUN-I	warrant officer	8
十	JUU	ten	12
十倍	JUUBAI	ten times	17
十人	JUUNIN	ten people	12
十一	JUU-ICHI	eleven	17
十二	JUU-NI	twelve	17
十三	JUU-SAN	thirteen	17
十四	JUU-SHI	fourteen	17
十五	JUU-GO	fifteen	17
十六	JUU-ROKU	sixteen	17
十七	JUU-NANA	seventeen	17
十八	JUU-HACHI	eighteen	17
十九	JUU-KU	nineteen	17
十万	JUUMAN	a hundred thousand	18

(k)

か	KA	either -- or	12
かびん	KABIN	flower vase	11
かえります	KAERIMASU	I'll come back	13
かぎます	KAGIMASU	I'll smell	14

かいぐん	KAIGUN	Navy	8
かいへいたい	KAIHEITAI	Marine Corps	8
かいきゅう	KAIKYUU	rank	8
かけます	KAKEMASU	I'll sit down	13
かきます	KAKIMASU	I'll write	13
かな	KANA	Japanese syllabary	15
カナダ	KANADA	Canada	16
かない	KANAI	one's own wife	9
かなり	KANARI	fairly	15
かんじ	KANJI	Chinese character	14
かお	KAO	face	14
から	KARA	from (particle)	17
かるい	KARUI	to be light	16
かしこまりました	KASHIKOMARI-MASHITA	certainly	14
かたかな	KATAKANA	KATAKANA syllabary	15
かぞえます	KAZOEMASU	I'll count	18
かぞえてごらんなさい	KAZOETE GORAN NASAI	count and see	17
かぞえてください	KAZOETE KUDASAI	please count	10
けいじばん	KEIJIBAN	bulletin board	7
けしこむ	KESHIGOMO	rubber eraser	7
ききます	KIKIMASU	I'll hear	14
きいろい	KIIROI	yellow	7

きく	KIKU	chrysanthemum	11
来ます	KIMASU	I'll come	13
来なさい	KINASAI	please come	13
きれいな	KIREINA	pretty	11
子ども	KODOMO	child, children	12
こくばん	KOKUBAN	blackboards	7
こくばんふき	KOKUBANFUKI	blackboard eraser	7
ここにつ	KOKONOTSU	nine	10
こくぼうしょう	KOKUBOOSHOO	Defense Department	9
ここ	KOKO	here	10
こくぼうしょう ごがくこう	KOKUBOOSHOO GOGAKKOO	Defense Language Institute	9
こんどは	KONDO WA	this time	17
ことは	KOTOBA	words	16
九	KU	nine	12
--くもあり ません	--KU MO ARIMASEN	is not -- either	7
九人	KUNIN	nine people	12
くらべて ごらんなさい	KURABETE GORANNASAI	compare and see	16
くろい	KUROI	black	7
くうぐん	KUUGUN	Air Force	8
きょうし	KYOOSHI	teacher	9
九百	KYUUHYAKU	900	18

九十	KYUU JUU	ninety	17
九千	KYUUS EN	9,000	18
(m)			
また"	MADA	yet, still	15
まで"	MADE	as far as	17
まえ	MAE	front	10
まいにち	MAINICHI	everyday	15
まんねんひつ	MANNENHITSU	fountain pen	7
--ました	--MASHITA	past tense of MASU	13
または	MATA WA	or	17
ませる	MAZERU	to mix	18
ますい	MAZUI	poor, tasteless	15
メキシコ	MEKISHIKO	Mexico	16
みどり	MIDORI	green	11
みぎ	MIGI	right	10
見ます	MIMASU	I'll see	14
みなさん	MINASAN	everybody	9
みんな	MINNA	all	12
みっつ	MITTSU	three	10
もちます	MOCHIMASU	I'll hold	14
もも	MOMO	peach	11
も--も--です	MO--MO--DESU	both -- and	9
も--も--では ありません	MO--MO--DEWA ARIMASEN	neither -- nor	9

ももいろ	MOMOIRO	pink	11
もの	MONO	things	14
モンテレー	MONTEREE	Monterey	16
もう二人	MOO FUTARI	the other two	12
もう一人	MOO HITORI	the other one	12
もっと	MOTTO	more	16
むらさき	MURASAKI	purple	11
むつ	MUTTSU	six	10
むずかしい	MUZUKASHII	difficult	15

(n)

ナイフ	NAIFU	knife	7
なまえ	NAMAE	name	9
七百	NANAHYAKU	seven hundred	18
七十	NANAJUU	seventy	17
ななつ	NANATSU	seven	10
何語	NANIGO	what language?	15
なん人	NANNIN	how many people?	12
ならいます	NARAIMASU	I'll learn	15
ね	NE	isn't it?	8
ねずみいろ	NEZUMI-IRO	gray	11
二	NI	two	12
に	NI	on	14
に	NI	from	15

II	に	NI	to	15
II	二倍	NIBAI	two times	17
II	二百	NIHYAKU	200	18
II	二十	NI JUU	twenty	17
II	--にも--にも ありません	--NIMO--NIMO ARIMASEN	is neither -- nor	10
II	--になります	NI NARIMASU	become	17
II	におい	NIOI	scent, smell	14
II	にっぽん人	NIPPONJIN	Japanese	9
II	二千	NISEN	2,000	18
II	にとうぐんそう	NITOO GUNSOO	staff sergeant	8
II	にとうへい	NITOOHEI	private 1	8
II	の	NO	of	8
II	--のほう	--NO HOO	side	16
II	のこります	NOKOR IMASU	remain	18
(o)				
	を	O	direct object	13
	おあけなさい	OAKE NASAI	please open	13
	おいでなさい	OIDE NASAI	please come, go	13
	おいくつ	OIKUTSU	how old	12
	おかえりなさい	OKAERINASAI	please come back	13
	おかげなさい	OKAKE NASAI	please sit down	13
	おかきなさい	OKAKI NASAI	please write	13
	おきます	OKIMASU	I'll put	14

おく	OKU	a hundred million	18
おくさん	OKUSAN	wife, madam	9
おもい	OMOI	heavy	16
おなじ	ONAJI	same	17
おなまえ	ONAMAE	name	9
女	ONNA	female	12
女の人	ONNA NO HITO	woman	12
女の子	ONNA NO KO	girl	12
オレンヂ	ORENJI	orange	11
オレンヂいろ	ORENJI-IRO	orange color	11
おしえます	OSHIEMASU	I'll teach	15
おしめなさい	OSHIME NASAI	please close	13
おたちなさい	OTACHI NASAI	please stand up	13
おと	OTO	sound	14
おとじなさい	OTOJI NASAI	please close	13
男	OTOKO	male	12
男の人	OTOKO NO HITO	man	12
男の子	OTOKO NO KO	boy	12
おともだち	OTOMODACHI	friend	9
おとな	OTONA	adult	12
おとりなさい	OTORI NASAI	please pick up	13
(p)			
ペン	PEN	pen	7

(r) ラジオ	RAJIO	radio	14
りくぐん	RIKUGUN	Army	8
六	ROKU	six	12
六十	ROKUJUU	sixty	17
六人	ROKUNIN	six people	12
六千	ROKUS EN	6,000	18
ううじん	ROOJIN	old person	12
六百	ROPPIYAKU	600	18
ロシアご	ROSHIA-GO	Russian language	9
ロシアじん	ROSHIA-JIN	Russian	9
(s)			
さくら	SAKURA	cherry (flower)	11
三	SAN	three	12
三倍	SANBAI	three times	17
三分の一	SANBUN NO ICHI	one-third (1/3)	17
三百	SANBYAKU	300	18
サンフランシスコ	SANFURAN SHISUKO	San Francisco	16
三十	SANJUU	thirty	17
三人	SANNIN	three people	12
三千	SANZEN	3,000	18
サリナス	SARINASU	Salinas	16
せき	SEKI	seat	13
千	SEN	1,000	18

し	SHI	city	10
四	SHI	four	12
七	SHICHI	seven	12
七人	SHICHI-NIN	seven people	12
七千	SHICHISEN	7,000	18
します	SHIMASU	I'll do	14
しめます	SHIMEMASU	I'll close	13
しろい	SHIROI	white	7
しょうい	SHOOI	second lieutenant	8
しょうさ	SHOOSA	major	8
しゅう	SHUU	state	10
そば	SOBA	vicinity	10
そこ	SOKO	there	10
そのほか	SONO HOKA	besides that	14
そうちょう	SOOCHOO	master sergeant	8
そうです	SOO DESU	that's right; it is so	8
それから	SORE KARA	and then; after that	13
少し	SUKOSHI	little	15
少しも	SUKOSHI MO	not even a little	15
少しほ	SUKOSHI WA	a little	15
すう字	SUUJI	number, numerals	17

(t)

たべます	TABEMASU	I'll eat	14
たちます	TACHIMASU	I'll stand	13
タイゴ	TAIGO	Thai language	9
たいい	TAII	captain	8
たいさ	TAISA	colonel	8
たいてい	TAITEI	usually	16
たかい	TAKAI	expensive	16
たくさん	TAKUSAN	many	11
たす	TASU	to add	18
テレビ	TEREBI	television	14
と	TO	and	8
と	TO	if, when	18
--と言います	--TO IIMASU	is called --	15
とじます	TOJIMASU	I'll close	13
ところ	TOKORO	place	13
ともだち	TOMODACHI	friend	9
とくもそうちょう	TOKUMU SOOCHOO	sergeant major	8
とお	TOO	ten	10
とります	TORIMASU	I'll take	13
とる	TORU	to take	18
としより	TOSHIYORI	old person	12
とても	TOTEMO	very, indeed	11

つぼみ	TSUBOMI	buds	11
(u)			
うしろ	USHIRO	back, behind, rear	10
(w)			
わえい字てん	WAEI JITEN	Japanese-to-English dictionary	16
わかいい	WAKAI	young	12
わかるます	WAKARIMASU	understand	15
わるい	WARUI	bad	18
(y)			
や	YA	and among others	11
やさしい	YASASHII	easy	15
やすい	YASUI	cheap	16
やつ	YATTSU	eight	10
よい	YOI	good	18
よく	YOKU	well, skillfully	15
よくできました	YOKU DEKIMASHITA	You did well.	13
読みます	YOMIMASU	I'll read	15
四分の一	YONBUN-NO-ICHI	one-fourth ($\frac{1}{4}$)	17
四百	YONHYAKU	400	18
四十	YONJUU	forty	17
四千	YONSEN	4,000	18
四人	YONIN	four people	12

より

YORI

than

16

よろしい

YOROSHII

good!

13

よつ

YOTTSU

four

10

(z)

ずつ

ZUTSU

each

14

ずっと

ZUTTO

by far

16